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ABSTRACT

The Metropolitan Planning Project of Greater Boston (Massachusetts) was established in 1974 to promote voluntary collaboration between urban and suburban elementary and secondary school systems for the elimination of racial and ethnic student isolation. This report examines programs that have emerged under the plan, describes the demographic and educational context of the programs, investigates program impact, reports results of collaborative efforts, and explores directions for future collaborative activities. The Project focused on basic skills improvement, curriculum development for future careers, multicultural experiences, racial integration, community participation in governance, and the elimination of racial/ethnic isolation. Recommendations for the 1974 plan were divided into three parts: Metropathways was designed for secondary school students and emphasized innovative alternative programs; Metropairways was conceived for elementary schools as a pairing or triad of schools to develop around a special curricular emphasis in the communicative arts or in science; Metro Ethnic Heritage Centers were developed to provide the total community with those resources necessary for understanding cultural pluralism. The largest integration gains were found in programs that directly focused on racial issues, and were well-staffed, well-designed, and well-administered. A consultation process with Boston educators resulted in a modified plan for the 1980s, which would incorporate increased student participation and programs with more lasting effects. The report includes a proposal for a model school system designed to provide quality and cost-effective services to urban and suburban students in the Greater Boston area. (Author/MJL)

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# Metropolitan Planning Project:

# Revisited with a 1980's Perspective

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## Forward

In the early 1970's I was Chairperson of the Governing Board of the Metropolitan Planning Project. The Board and many active and enthusiastic students, teachers, parents, School Committee members, and educators were involved in searching and planning for voluntary ways to bring urban and suburban children together for positive educational experiences. In 1974 our coalition group presented Metro Ways to Understanding to the Commonwealth and to the nation. It was a plan we hoped would be implemented and, if effective, would begin the voluntary elimination of racial and ethnic isolation in the schools of the Boston Metropolitan area.

It is now seven years since the plan's publication, and we have moved a degree closer toward realization of our goal. There are those of us who feel we have not moved close enough, and we continue the struggle to formulate new ideas and develop new approaches to both reduce minority student isolation and provide quality, cost-effective education. We look back and revisit what has worked and what has not worked; we look forward to what may work in the very near future.

In my experience the suburban areas are willing to cooperate if the educational value is on both sides. The need for this cooperation is immediate. In America today we simply cannot afford to succumb to the notion that integration is hopeless because then it will become hopeless. One simply has to keep working at it.

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## Preface and Acknowledgements

The 1974 Metropolitan Planning Project report, Metro Ways to Understanding was the beginning of a process "intended to continue an ever broadening dialogue to generate voluntary metropolitan educational programs to accomplish the plan's goals." I believe this dialogue has continued - and will continue - in both formal and informal ways in the years to come.

Today's report is an attempt to participate in and perhaps stimulate that "dialogue". The report's authors examine voluntary metropolitan educational programs as they have emerged since 1974, and explore directions that collaborative activities may take as we move into the 1980's. The authors have situated both discussions in a social and educational context; they have presented the changing environment in which programs must today be developed and implemented. There is an assumption that educators and advocates in Massachusetts remain committed to the belief that the voluntary elimination of racial and ethnic isolation in the Greater Boston area is possible and desirable.

This report was researched and written in an extremely brief period. It would not have been possible without the support, dedication, and patience of a number of individuals. I must thank Dr. Robert Sperber who at first provided the "push" that was needed to begin this endeavor, and later provided the "completion" of this endeavor by conceptualizing the ideas in Chapter VIII. His support was matched only by the enthusiasm and talent of Dr. Marcia Marker Feld, former Executive Director of Metropolitan Planning Project. In spite of a very hectic schedule at the University of Rhode Island she consented to provide a sense of history from the "early days", and was willing to author Chapters IV and V of this report. There is a wealth of information and data in these chapters, and they should be helpful for policy and program development in many areas of education. I must also express my appreciation to Mr. Benjamin Levy who had primary responsibility for conducting the consultation process reported in Chapter VI. He met with many individuals across the Greater Boston region, "heard" what they had to say, and translated their thoughts and perceptions into programatic elements in Chapter VII. I might add that his task was complicated by the passage of Proposition 2½ which introduced uncertainity and chaos into the world of education in 1981 in Massachusetts. His perserverance and patience was exceptional. I must also acknowledge the cooperation of Mr. Jack Green, Executive Director of EdCo, who was extremely supportive of our desire to publish a report which would both revisit the past and examine the future. Lastly, I believe special appreciation must be extended to Mrs. Patricia Walsh and Mrs. Elizabeth Kirby for their fine skills and their many "extra" hours of work and concern, and to Ms. Pat Murray for her excellent assistance and professionalism in data analysis and coordination.

With all this said, this report, like the 1974 Metropolitan Planning Project plan, is dedicated to the children of the Boston Metropolitan Area.

Barbara Brauner Berns
Grants Coordinator
Brookline Public Schools

## Chapter I: Introduction

### Background

Metropolitan Planning Project was an ESAA funded program to promote voluntary collaborations between urban and suburban school systems. Specifically, a plan was developed to reduce racial and ethnic isolation in the schools of the Boston metropolitan area. The plan was presented to the educational community in 1974, and has been supported by the federal government since its inception.

The report which follows marks the completion of ESAA's commitment to Metropolitan Planning Project. ESAA's goals since the project's initiation have remained the basis for planning and implementation since 1972. The goals are:

- To encourage the voluntary elimination, reduction or prevention of minority student isolation.
- To meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty.

The 1974 Metropolitan Plan was developed as the result of a comprehensive planning process which involved a wide range of individuals from diverse agencies and groups in the Greater Boston SMSA. Once the report on the plan was completed and distributed, Metropolitan Planning Project directed its efforts primarily at implementation of programs. There were, of course, discrete planning activities but the project changed considerably. Chapter III and IV of this report will document the chronology and highlights of the intervening years of Metropolitan Planning Project.

### Project Objectives and Activities: School Year 1979-80

The 1979-80 year of the project was administered by Educational Collaborative for Greater Boston, Inc. (EdCo). Their major objective was to facilitate the efforts of key decision-makers to reduce the racial isolation in the Boston SMSA. Major activities were as follows:

- Assistance to EdCo subcommittee on Metropolitan Programs and Services
- Assistance in coordination of EdCo Metropolitan Programs
- Assistance in convening Metropolitan Liaisons
- Working with the State Educational Agency in the study of school impact and how it relates to the operation of metropolitan education programs
- Publication of three issues of Equity Network with the New England Equal Education Center
- Publication of seven issues of Metro Update

The basis of all activities was a commitment by Metropolitan Planning Project to the operation of voluntary desegregation programs.

Program Objectives and Activities: School Year 1980-81

In this period (which included a grant extension by ESAA), activities of Metropolitan Planning Project shifted from EdCo to Brookline Public Schools. While the major goal of the project remained the same, activities focussed on planning rather than coordination of metropolitan projects for voluntary desegregation.

Specific objectives were as follows:

- To facilitate the efforts of LEA officials to plan for voluntary metropolitan programs and services in the Boston SMSA.
- To participate in a seminar of representatives of key groups who will seek consensus on directions for voluntary metropolitan programs.
- To provide information on Metropolitan Planning Project activities to LEA, SEA, and federal officials in decision-making regarding metropolitan voluntary programs.

Emphasis was on the latter objective which includes the following activities:

- To describe in summary form the 1974 plan and the context in which it was developed, and to identify how contextual factors have changed in the intervening years. To examine variables such as demographics of communities by school population and race; economic context; and educational climate.
- To recapitulate briefly the policies and programs that developed directly or indirectly as a consequence of Metropolitan Planning Project.
- To assess strengths and weaknesses of these policies and programs on the basis of evaluation reports and interviews with a limited number of participants.
- To identify other models of voluntary metropolitan desegregation programs through ERIC search, review of journals, and contacts in desegregation networks.
- To assess current interest and gather ideas for voluntary metropolitan desegregation through personal interviews with selected urban and suburban superintendents, principals, and teachers.
- To analyze collected information and develop alternative plan(s) for the 1980's.

Planning Methodology

A comprehensive planning approach was developed to achieve these objectives. The principle methods used were:

- Formation of policy assumptions
- Development of profiles including information system and analysis of racial, ethnic, economic, and educational characteristics of the metropolitan area and of its individual communities
- Impact analysis of Metropolitan Education Programs (MEP's)
- Literature review and policy analysis of current educational issues
- Implementation of consultation process to determine interest in metropolitan education
- Program development

## Formation of Policy Assumptions

The process began with formation of assumptions which would serve as the basis for modifying or developing new metropolitan approaches to reduce minority student isolation in Greater Boston. The assumptions were as follows:

1. Metropolitan programs should promote voluntary desegregation and reduce student isolation throughout the SMSA.

2. Metropolitan program activities should limit the new costs of participating local educational agencies.

3. To the extent possible, activities should be part of the school's regular activities and not conflict with other regular school activities.

4. To the extent possible, activities should focus on existing curriculum/instructional program in participating schools.

5. Metropolitan programs should not be constrained by "typical" school schedule.

6. To the extent possible, activities should extend over a sufficient period.

7. To the extent possible, regular instructional staffs of the participating schools should direct and implement proposed program.

8. Sites for metropolitan program should be accessible to public transportation.

9. Metropolitan programs should seek to include increased numbers of students and teachers from participating school systems.

10. Metropolitan programs should be based on a model of collaboration between at least two school systems.

## Development of Information System

The initial Metropolitan Planning Project applied urban planning methodology to school systems and integrated the analysis of the school system with other urban systems within municipalities. In accomplishing this, a data-gathering network was formed and profiles of individual communities were developed on over one hundred variables. This model was replicated for the current planning process, however, it was greatly reduced. Key indicators were identified and included in demographic tables. Data is presented and analyzed to show the changing context of the Boston Metropolitan area.

## Impact Analysis of MEP's

Impact analysis was primarily a quantitative approach in this planning project. Access of minority and majority students by grade level and school district was determined by a review of data provided by the Massachusetts Department of Education. Participation in programs was calculated and an

assessment of geographic clustering was conducted and mapped. An examination of MEP's impact on students was conducted solely through review of secondary data and research on integration change for students and program impact on students' home schools. Curricula was not evaluated; instead information was collected on types, numbers, and communities involved in metropolitan education programs conducted from 1975-1981.

Literature Review and Policy Analysis of Current Educational Issues

Simultaneous with the other activities, an assessment of literature on metropolitan desegregation was conducted. While the assessment was limited in scope, most key reports and studies were identified and reviewed. An ERIC search was carried out, and sources such as The National Institute for Education and the Office of Civil Rights were contacted. Newsclippings and periodical articles were collected and analyzed.

Implementation of Consultation Process

A critical part of this effort was a consultation process conducted with selected representatives of school systems and educational agencies in the Boston Standard Metropolitan Statistical Area. Individuals were asked to state interest in voluntary collaborative efforts to eliminate racial and urban/suburban isolation. Beyond a statement of interest, they were asked to list activities, programs, and curriculum that would appeal to their particular system.

Program Development

Once the steps identified were completed, the collected information and data was analyzed. All material was reviewed from the perspective of short-term and long-range potential program development. Hence, two recommendations are presented. The first is a modified plan for the 1980's, one which can be implemented through some changes in the policies and procedures of Chapter 636. The second one is a new plan, one which would require substantial changes and a new way of looking at a collaborative delivery system for urban/suburban education.

Summary

In general, this report revisits Metropolitan Planning Project, Massachusetts' metropolitan education programs, and the demographic and educational context in which they exist. The report then reports the findings of a consultation process with educators in the Greater Boston area, and suggests directions for the 1980's.

The following chapter will very briefly examine the educational environments of the 1980's in Massachusetts and nation-wide as they impact metropolitan efforts to reduce minority student isolation.

## Chapter II:

## Changing Policies and Issues in the 1980's

### Overview

In the year of the initial metropolitan plan (1974), a tremendous amount of attention was focussed on access issues. Equity in education was a key concern across the State; multicultural education and integrated learning environments were becoming popular in the literature and practice. There were hopes that Boston would avoid a court order for desegregation.

The 1980-1981 year has a very different emphasis. Financial constraints, as a result of Proposition 2 1/2, the federal Consolidation Bill, and reductions in education, are overwhelming concerns. With limited resources, maintaining educational services is crucial. Access has become more a by-product than a goal of the educational community; survival has become paramount. Continued support for court-ordered desegregation is questionable. There is real concern about the role access and equity will maintain in the future.

There is a strong recognition that good, cost-effective educational services are essential. This is complicated even more by an issue that was not even present in 1974: state mandates. As we move into the 1980's, there are three State educational mandates in Massachusetts that underline all educational planning and programs.

### State Educational Mandates

#### Special Education

Perhaps the policy area with the greatest impact since 1974 is Special Education. Chapter 766 marked a "giant leap" for Massachusetts because it defined for local education agencies "children with special needs" and presented very detailed regulations for identifying such children; diagnosing their needs; proposing appropriate programs; evaluating and assessing children and programs; and maintaining records. Chapter 766 was followed by Public Law 94-142, a federal mandate, which was modeled on Chapter 766 and required services for children in need of special education who were not receiving programs or who were not in adequate programs. Special education became the focus of increased activities among school systems and parents alike.

In the current year (1980), improving the education of special needs students remains a priority of the State Commissioner's Operational Plan. The quality and scope of special education services is the central issue, and the provision of such services in light of fiscal constraints and competing interests will continue as a policy matter in the eighties.

#### Transitional Bilingual Education

Chapter 71A (M.G.L.) was another mandate to which local school districts have been devoting considerable resources and attention. It requires the provision of transitional bilingual education to linguistic minority students. The medium of instruction of all required courses is in the student's native language initially, and then to an increasing degree, in English.

Programs are geared to the development of reading and writing skills in the native language, and the development of oral comprehension, speaking, reading and writing of English. An integral part of the transitional bilingual education program is instruction in the history and culture of the United States. The program is required to be full-time and up to three years duration for each student. The transitional bilingual education classes are, when possible, in regular public schools. Any child whose primary language is other than English, and who has difficulty performing ordinary classwork in English, has the right to participate in these classes.

There are many cities and towns in Massachusetts who are involved in the development of plans and programs to respond to this legislation.

## Basic Skills Plans

The Commonwealth of Massachusetts, through the Board of Education and the Commissioner of Education, recently developed requirements for all school districts to develop Basic Skills Improvement Plans. These plans focus on reading, mathematics and writing requirements. In each of these areas, public school districts have to establish minimum standards for early elementary, later elementary, and secondary levels. Specific grades within each level are determined by the school district. In addition to establishing standards, the district must evaluate each student's achievement of minimum standards at least once during the specific grade organization level. The process is time consuming and complex, and the first plans were submitted for 1980-1981 school year.

## State Education Trends

Throughout Massachusetts, school districts are identifying curriculum areas that appear to be essential if we are going to prepare students for living in a technological society. These two areas receiving the most attention are computer education and career preparation for High Technology.

## Computer Education

School districts across the Commonwealth are deciding the role of computer education in elementary and secondary schools, and identifying computer hardware and software and develop curriculum and resources for teaching students about computer utilization. In the past ten years, the progress in the computer industry has been tremendous and the schools are currently faced with developing methods for insuring students are prepared to enter the technological world. In addition to an emphasis on computers, there is a beginning interest in cable television.

## Career Preparation for High Technology

While students must be educated about computer utilization to survive in the world of the 80's, there are some who will seek careers in the rapidly expanding High Technology industry. Massachusetts has seen its greatest employment growth in this area, and many entry level positions are open for high school graduates. The graduates must be prepared, however, to meet the requirements. These requirements often involve computer literacy and programming experience. The schools have to expand their curricula in this field. The Massachusetts Department of Education has provided some direction in this area during 1980-1981 in order to meet the employment needs of industry.

## State Fiscal Constraints on Education

Never before has public education been in such poor economic condition in Massachusetts. The 4% Cap and Proposition 2 1/2 are, in large part, responsible for this situation. Edward King, as the new Governor of Massachusetts, proposed to restrict local property tax levies to the FY'78 level. The legislature, however, changed the limit to permit a 4% increase each year over the previous year's assessment, with a provision for each municipality to override the 4% Cap. In practice over the past two years, cities generally have had to stay within the 4% Cap while suburbs have voted to override the limit. While property taxes may not have climbed so much with the 4% Cap as they would have without it, they have nonetheless increased. Energy costs were exempted from the 4% Cap.

The tax-cutting measure known as Proposition 2 1/2 was approved by the voters as a referendum question on the November 1980 ballot. Under Proposition 2 1/2, local property tax rates were limited to 2 1/2% of "fair market value", which for many communities, and especially for the cities, is a substantial reduction from the current rate. Each municipality is permitted to reduce from its current level by 15% each year until that level is below 2 1/2% of fair market value. The automobile excise tax rate, now 6.6%, is cut to 2.5% also. School Committee fiscal autonomy is repealed.

Once the local property tax rate were at or below the 2 1/2% level, the rate would then be permitted to rise by only 2 1/2% each year.

Proposition 2 1/2 makes no provision for replacement revenues to support those municipal services that must be cut in order to bring municipal budgets in line with Propsition 2 1/2.

## Desegregation

The Boston School Desegregation Case continues in Massachusetts. Boston is still implementing the order of the Court, and is receiving assistance from the Federal District Court Judge W. Arthur Garrity, Jr., and the State Department of Education. In addition to Boston, however, other cities are attempting (without court intervention) to reduce the isolation of minority students of public schools in Cambridge, Lawrence, Lynn, Lowell, Worcester, and Holyoke. Continued activities are maintained by the State and local school districts to voluntary integregated education including urban/suburban cooperative programs, business and university pairings with schools, and pairings of schools with cultural institutions.

## Metropolitan Desegregation Issues

Massachusetts is one of several states that has encouraged metropolitan education activities. The metropolitan programs in many ways mirror the history and conceptual framework of educational institutions across the country. There is one major difference, however, and that is Massachusetts' programs involve urban and suburban collaboration through voluntary approaches. In spite of this difference, it is important to view the Commonwealth's metropolitan education efforts to reduce minority student isolation from a comprehensive perspective.

## Historical Perspective

In 1974, the federal government through ESAA funded Metropolitan Planning Project (MPP) and provided them with resources to develop a comprehensive plan to eliminate minority student isolation in the Greater Boston Standard Metropolitan Statistical Area (SMSA). This project and plan is discussed in great depth in subsequent sections of this report.

Metropolitan education, per se, has been a part of our educational heritage. In fact, forty-eight states have procedures for educational consolidation, annexation, or merger. Schools have long been organized on a county-basis which often includes collaboration of urban and suburban areas. Some examples are: Miami, Fort Lauderdale, Jacksonville, Nashville, Davidson, Louisville, Las Vegas, and Charlotte-Mecklenburg, North Carolina. Several of these county-wide plans have been implemented for ten years, and have reported successful results.

Metropolitan education, to promote desegregation has not been as popular but, when implemented, has been successful. In the 1970's it became apparent that the largest US cities were finding desegregation difficult because of the exodus of white families. Racial balance, and the resulting academic achievement and social integration, was not as realistic as desegregation advocates had hoped. Plans for bringing minority and majority students together, through metropolitan desegregation, were proposed as alternative strategies. In fact, in 1974 the Supreme Court reviewed Milliken vs.Bradley. The district court had found that a city-only decree would not provide reasonable desegregation effects. It designated Detroit and 53 suburban systems as a "desegregation area", and required a plan to make all schools representative of the racial composition of the area. The court of appeals affirmed the decision, but it was reversed by the Supreme Court.

In contrast to Milliken vs.Bradley, the lower federal courts have ordered interdistrict plans in Louisville, Wilmington, and Indianapolis. In none of these cases were there findings of purposeful segregation practices by the suburban districts or actions of the state. Metropolitan desegregation in these communities have been in effect for several years and have demonstrated success.

Most recently, a proposal for St. Louis, Missouri is evidence that the metropolitan solutions for desegregation are still being considered. On May 5, 1981, the Justice Department and the St. Louis School Board proposed a plan for the districts within St. Louis to cooperate with three suburban districts to further desegregation. The highlight of this metropolitan solution were financial incentives to participating systems, as well as "college tuitions" for students who voluntary transferred their primary or secondary schools. In addition to comprehensive metropolitan approaches, there are limited and voluntary programs in Hartford and its suburbs, and New Haven and Bridgeport and their surrounding areas. There are also interdistrict voluntary programs in Wisconsin which have been patterned, in part, on the Massachusetts model.

## Conceptual Perspective

The creation of metropolitan approaches to desegregation is based on several key assumptions. First, the urban demographics in the United States are changing rapidly. As an example, only five of the twenty largest cities in the country have an Anglo student majority. Second, metropolitan approaches appear to inhibit

resegregation. "White flight" is not evident in desegregation involving urban and suburban collaboration. Third, metropolitan alternatives provide sound conditions for integregation, quality education, cost-efficiency, and equity.

In 1979 the National Task Force on Desegregation Strategies conducted a major review of metropolitan school desegregation, and reported that "metropolitan approaches to school desegregation can in many instances contribute a great deal to the achievement of equal education opportunity for all "children". The Task Force argues for the desirability and feasibility of metropolitan desegregation plans, reviews federal court rulings, and explores selected roles for states to assume in providing leadership in metropolitan school desegregation. The desirability issue is formulated on a number of assumptions:

1. Demographic data from selected cities indicate that concentrations of minority group populations often reside closer to concentrations of white suburban populations than to white urban populations.

2. Schools in suburban communities surrounding medium-sized cities are often located near the city line, where the largest minority populations reside.

3. County-wide districts (including urban and suburban areas) which have experienced desegregation appear to be extremely stable.

4. Metropolitan plans appear to create student bodies that are heterogeneous in terms of socio-economics as well as race.

The National Task Force identifies several forms for metropolitan desegregation: the federated school approach (regional government); consolidation; interdistrict transfers; and shared services. The Task Force also spells out guidelines for sound planning and implementation:

- racial, ethnic, and socioeconomic diversity in the schools;
- access to educational experiences that are equal to or better than those experiences previously available;
- equalization of the inconveniences associated with the implementation of the program among all racial, ethnic, and socioeconomic groups;
- provision for a variety of options, including locale, types of schools, and programs offered;
- assignment of students so that each group is represented in sufficient numbers to have an impact on the school;
- staffs and programs in schools that reflect racial and cultural diversity;
- strengthening of schools in minority communities;
- incentives and opportunity for reassigned students and their families to acquire housing in the community where the school is located;
- demonstrations of how each participating district benefits from metropolitan desegregation; and
- a framework for monitoring the implementation and success of the plan by a group comprising representatives from the various communities affected; membership in the group reflects the general racial composition of the communities.

In 1981, Thomas Pettigrew wrote an article in Race and Schooling in the City in which he discussed a variety of goals which are the outcome of metropolitan desegregation projects:

- Optimal conditions for genuine integration and quality education
- Cost efficiency
- Efficient transportation
- Equity
- Choice
- Stability

Several other researchers and writers have stressed benefits of metropolitan efforts such as:

- Positive interpersonal learning experiences
- Reduction of segregation in the residential housing patterns
- Promote socio-economic as well as racial integration

Summary

This chapter has reviewed selected issues and policies that will affect thinking about and designing programs for voluntary metropolitan in the 1980's. The statewide and national picture for education, coupled with "specifics" about metropolitan desegregation efforts, sets the stage for future development. Little attention was devoted to the federal role in education as it appears to be decreasing and, at the time of this report, is uncertain.

## Chapter III:

### Summary of Metropolitan Planning Project

Metro Ways to Understanding was published in 1974 by Metropolitan Planning Project, as a plan for the voluntary elimination of racial and ethnic isolation in the schools of the Boston metropolitan area. It was to be a phased program over a ten-year period and it began with over $300,000 in Federal money for pilot programs.

The expressed aim of the 1974 plan was to promote voluntary collaborations between urban and suburban school districts. Eight policy decisions were made, and they became "structuring elements" of all further recommendations. These policies were as follows:

- That emphasis be placed on basic skills to the extent necessary for meeting the needs of the participants;
- That program recommendations for curriculum be geared to prepare a child with skills for post school careers;
- That every child in the SMSA should participate in a significant multi-cultural, multi-ethnic learning experience;
- That enrollment in each program include between 20% to 40% minority students and staff should be maintained at the same ratio;
- That teachers, school administrators, students, parents, and community resource persons involved in the programs participate in its governance;
- That voluntary collaboratives for these programs be formed by two or more school districts and include community groups and resource persons, cultural institutions and third site learning environments;
- That funding commitments be incorporated into state and local budgets in order to implement the programs;
- That metropolitan educational programs for voluntary elimination of racial and ethnic isolation in the schools of the Boston metropolitan area be an integral part of every school system.

The program recommendations of the 1974 plan were divided into three parts. Metropathways was designed for secondary school students with a focus on flexible, innovative, alternative programs at high school level. These programs were to be offered at several third sites along major transportation networks. They were expected to develop collaborative devices for shared educational experiences between urban and suburban high school students; to give access to the rich and diverse cultures, heritages, and institutions of metropolitan Boston; and to expand learning opportunities and environments. The emphasis was on optional participation by secondary school students. Metropathways was to be an administrative and coordinating structure for the use of various groups in the development and pooling of ideas. Metropathways was designed in the 1974 plan to initiate programs on a small scale in the first year. Its programs were then to be replicated and expanded in subsequent years.

Metropairways was conceived as applying primarily to elementary schools, though encouragement was given to pairings involving middle and junior high schools.

The hope was for pairs or triads of schools to develop around a special curricular emphasis in the communicative arts or in science. The complete resources of two or three schools were to become available to meet the educational needs of all the students who regularly attend any one of the constituent schools. Voluntary interchanges between inner city and suburban schools and classrooms were to be for students and also for their teachers and parents.

Metro Ethnic Heritage Centers were to be the third program area developed under the 1974 plan, in order to assist teachers, pupils, and parents to increase interpersonal and intergroup communication, provide for staff development programs, provide for parent programs, assess existing material and develop new materials, demonstrate the strength of ethnic diversity and enhance self-image and racial and ethnic pride, give opportunities to experience varied cultures and develop a variety of cultural curricula, and develop cross-cultural programs. The Metro Ethnic Heritage Centers would provide the total community with the resources necessary for an understanding of cultural pluralism in the multi-ethnic situation which greater Boston represents. Metro Ethnic Heritage Centers have not developed since pilot testing in the year after the 1974 plan was published.

## Chapter IV:

## The Impact of Metropolitan Planning Project

### Overview

The Impact of Metropolitan Planning Project can be assessed as a part of a larger question concerning the role of a social policy change agency and its influence on the school systems in the metropolitan area. Several questions can be raised. What is the direct impact of the 1974 Metropolitan Planning Porject Plan? What is the larger impact of the organization's structure and mission; specifically of the recommendations of the plan? What are the less immediately identifiable influences which the Metropolitan Plan has had since its publication?

The evaluation of the impact of Metropolitan Planning Project should be measured against its objectives: whether the plan outcomes meet the goals of ESAA to reduce and/or eliminate minority group student isolation through providing these students access to inovative educational programs in optimal learning environments. For Metropolitan Planning Project, this was elaborated as testing and developing innovative curricula which involved minority and non-minority students, providing access for these students from their homes in city and suburb, and developing an organizational structure which enhanced learning by creating a collaborative process involving teachers, administrators, parents, students, community groups and institutions. An assessment of this plan will include reviewing the students' access to the programs and examining their innovative educational character.

Some indicators can be developed to identify quantified impact, but little research has been undertaken concerning the more fundamental questions as the impact of these programs on the attitudes, values, and learning of children under a metropolitan desegregation plan. Some tentative identification of measuring these variables will be discussed in the impact section. In reviewing the direct impact of Metropolitan Planning Project, the focus is on the federal and state level of government.

### Federal Impact

Metropolitan Planning Project was the first and only voluntary metropolitan desegregation planning project funded under the Emergency School Assistance Act. The almost one million dollars was granted to develop a metropolitan plan for desegregation spanning ten years. It utilized comprehensive planning techniques as applied to school systems in the Boston Metropolitan area. Its underlying concepts, as described in the earlier chapter, included the location of a voluntary desegregation education program on a neutral site, to which both urban and suburban students would travel; once there, they would learn and teach each other. These concepts were modified and included as a section of the ESAA guidelines in 1976 entitled "Planning for a Neutral Site School". This section provided funds for the development of a magnet program to be located so as to be accessible to minority and non-minority students in the school district. Since the inclusion of this section, in 1976-77, several school districts in the country have been funded for the development of such a plan. (1)

(1) See Feld and Berns, A Plan for a Neutral Site High School In Providence, Rhode Island, University of Rhode Island and Providence School Department, 1977, (ERIC File).

## State Impact

The most significant and measurable impact of the Metropolitan Planning Project plan is found at the state level. Parts of the plan, particularly the organizational elements of METROPATHWAYS were incorporated as a section of Chapter 636 of the Laws of the Commonwealth of Massachusetts in 1974 by former Governor Francis Sargent. The supporting documentation for the bill was taken from the comprehensive Metropolitan Planning Project research component which viewed the city, the suburbs and the school system as interacting and influencing each other. This Law amended the Racial Imbalance Law of 1966 and provided for annual funding for several programs, some already existing and some newly created. The Law included:

1. METCO
2. Metropolitan Education Programs
3. Magnet Schools
4. Equal Education Improvement Fund (School/university partnership and cultural institutions)

Subsequent to the passage and funding of this law, which was concurrent with Phase One of the court ordered desegregation of Boston, the State Department of Educations' Equal Education Opportunity Bureau established a metropolitan team to direct the growing Magnet Education Programs (Section Eight,MEP's) and METCO. A former Director of METROPATHWAYS is currently the State Project Director for Metropolitan Programs. She has developed a State Metro team which has had increasing responsibility for statewide metropolitan education urban/suburban program efforts. Their thrust is both supportive of voluntary desegregation efforts in collaborative undertakings and creative of new curriculum initiatives. A recently announced reorganization of the Bureau may further expand the work of the Metro Team.

## Metropolitan Education Programs (MEP's)

It is important to define the terms used in this report to discuss Metropolitan programs. These definitions were provided by the Metro Team of the Bureau of Equal Education Opportunity. They provide a framework for examining the direct impacts of the Metropolitan Plan.

1. Part-Time Magnet Education Programs

   What is a magnet education program (also know as a MEP)?

   By definition, a magnet education program is an educational collaborative amont two or more schools which are significantly different in the racial/ethnic make-up of their student bodies. Other institutions and organizations may be parties to this collaboration, and the program may occur in the school or at "third sites".

2. What is meant by part-time?

   As opposed to a magnet school which attracts a racial and ethnic mix of students who attend full-time for an entire year, part-time MEP's allow for students to maintain their standing in the sending school. Students attend the program on a part-time

basis, with the minimum number of contact days being equivolent to 10 days per
However, allowances can be made for those programs which warrant less less than 10 contact days. Programs can include intensive week-long experiences, one-a-week seminars

3. When is a program racially balanced?

A program is racially balanced when enrollment is between 30% and 50% minority (Black, Hispanic, Asian-American, Native American).

4. What is the purpose of these programs?

Programs are designed to reduce self isolation, and yet increase racial and ethnic awareness and understanding, and the ability of students to work together with other students who are racially or ethnically different.

5. Who operates these programs?

There are a number of possibilities here. They include:

(1) Educational collaboratives. These intermediate service agencies link the resources and planning power of school systems and/or cultural institutions to plan and implement magnet programs. The two collaboratives you will hear most about are EdCo and CEC. (See Glossary of Terms for further explanation).

(2) School systems. Often times school districts which support voluntary desegregation will allocate in-house personnel to plan and operate magnet programming.

(3) Cultural institutions and organizations (e.g., Boston Symphony Orchestra, Neighborhood Arts Center, Concert Dance Company).

6. What impact, if any, are the programs supposed to have?

It is hoped that participating students will, at some point in time, have the opportunity to share their experiences with friends, classmates, family members, and members of the community at large. It is also expected that these programs will have an impact on the curriculum in the participating schools (i.e., inclusion of multi-cultural experiences and viewpoints). To support impact in all of these areas, the Bureau actively encourages programs to involve teachers, parents, and administrators in planning, implementation and evaluation.

Access for all minority and non-minority students as an objective of Metropolitan Planning Project Plan

Between 1975 and 1981 a total of 243 districts participated in at least one MEP. The number of students can only be estimated since, prior to 1978-79, few records were maintained. Between 1978-81 however, 19,838 participated in these programs. Of this number 60-65% were White, 20-25% Black and 10-15% Hispanic, Asian, and American Indian. Again, precise data is not available but it seems that the percent of student participation by grade level from 1978-79 is equally divided: one-third high school, one-third junior high school or middle school and one-third elementary school. (See Table IV-1)

In a typical academic year, about four to six thousand students participated, as did 27 school districts and about 20 collaboratives. (Map IV-One) Of the school districts which participated, at least once between 1975 and 1981, 40 of the 78 school districts in the Boston SMSA Metropolitan Planning Project study area joined in at least one MEP, and 38 did not. (List IV-One) This is almost 60% of the Metropolitan Planning Project study area school districts. Of the 56 original Metropolitan Planning Project Collaborating school districts, 34 or over 60% have participated in at least one MEP since 1975.

The 17 applicant Metropolitan Planning Project school districts on the Governing Board show an even stronger commitment. All but two have participated in MEP's in the last few years. The strength of that participation varied from a one time participation to joining in 27 programs. Boston, not a Metropolitan Planning Project member by law, was an associate of the Governing Board and participated in 123 programs. (List IV-Two)

LIST IV-ONE

Districts Which are Included In MEP's

| | |
|---|---|
| Ashland | Natick |
| Beverly | Norfolk |
| Braintree | No. Reading |
| Canton | Norwell |
| Chelsea | Norwood |
| Dedham | Penbroke |
| Dover | Rockland |
| Duxbury | Salem |
| Everett | Saugus |
| Hamilton | Scituate |
| Hanover | Sherborn |
| Hingham | Swampscott |
| Lynnfield | Wakefield |
| Manchester | Walpole |
| Melrose | Wenham |
| Middleton | Weston |
| Millis | Westwood |
| Milton | Winthrop |
| Nahant | Woburn |

TABLE IV-1

SUMMARY OF SELECTED INFORMATION ABOUT MEP'S

| Year | Number of MEPs | Total Districts | MEPs with one district | Funding | Total Students* | % White* | % Black* | % Other* | % of Students by Grade Level* | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | High School | JHS/Middle School | Elementary |
| 1975 | 25 | 25 | 13 | 621,446* | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 1976 | 27 | 33 | 14 | 1,331,059* | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 1977 | 32 | 58 | 36 | 1,015,990 | 17,490 | N/A | N/A | N/A | N/A | N/A | N/A |
| 1978 | 20 | 32 | 6 | 840,208 | 2,778 | N/A | N/A | N/A | 50.22 | 11.34 | 38.44 |
| 1979 | 26 | 33 | 10 | 1,107,133 | 6,164 | 67.17 | 21.63 | 11.20 | 34.42 | 42.12 | 23.45 |
| 1980 | 28 | 32 | 12 | 1,008,745 | 6,219 | 62.68 | 23.40 | 13.88 | 27.72 | 52.87 | 19.41 |
| 1981 | 20 | 30 | 9 | 846,466 | 4,677 | 64.17 | 22.92 | 12.91 | 33.94 | 49.07 | 16.98 |
| TOTALS | 178 | 243 | 100 | | | | | | | | |

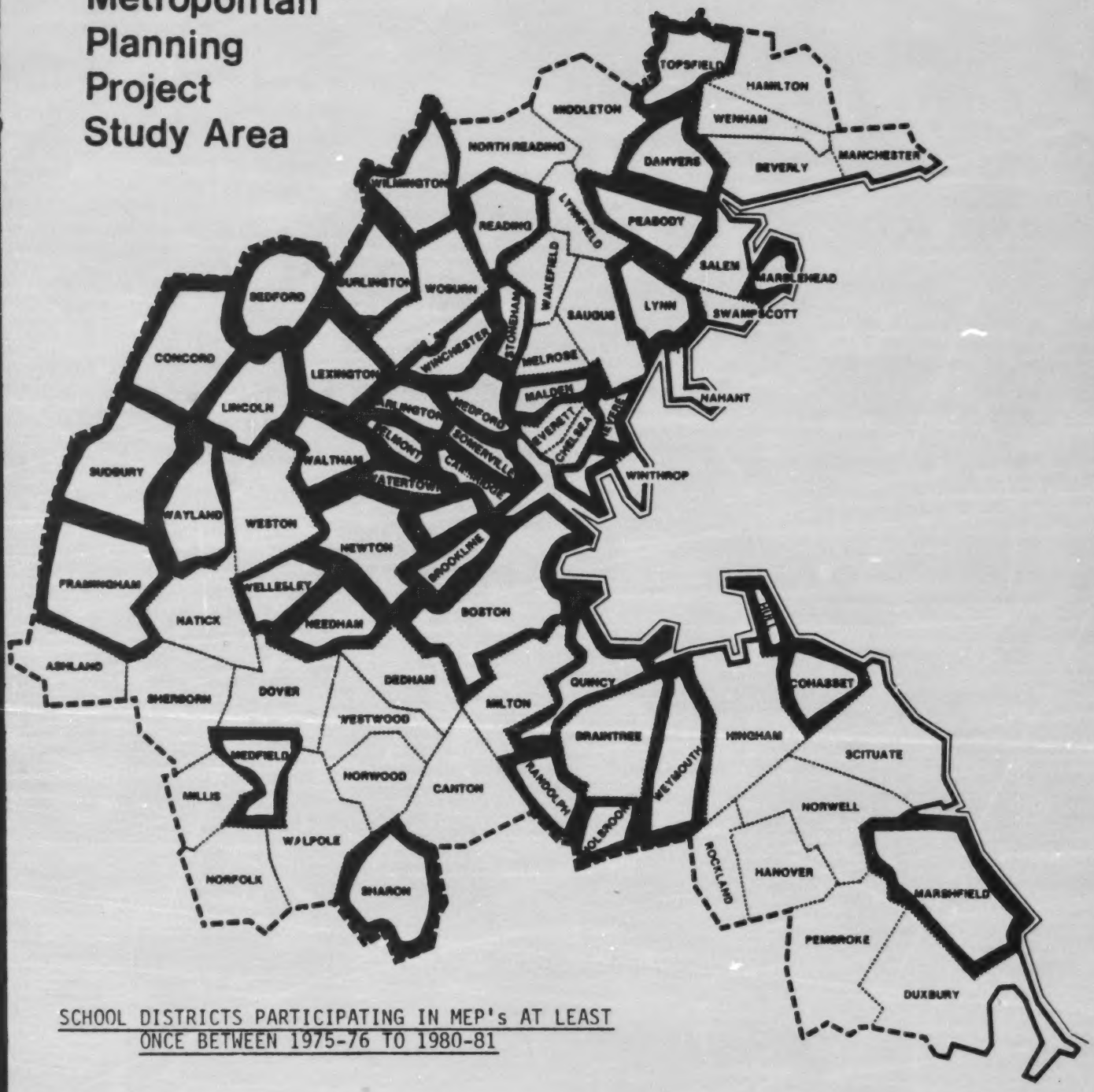
*Estimates.

SOURCE: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

Note: Records were not available for all years, resulting in an incomplete table.

MAP IV-ONE

# Metropolitan Planning Project Study Area




SCHOOL DISTRICTS PARTICIPATING IN MEP's AT LEAST ONCE BETWEEN 1975-76 TO 1980-81

LIST IV-Two

Participation in MEP's

| MPP Applicant School Districts | # MEP's 1975-81 |
|---|---|
| Bedford | 6 |
| Boston | 123 |
| Brookline | 19 |
| Burlington | 12 |
| Cambridge | 25 |
| Cohasset | 8 |
| Framingham | 4 |
| Hingham | 2 |
| Lexington | 23 |
| Lincoln | 4 |
| Marshfield | 1 |
| Newton | 27 |
| Peabody | 2 |
| Reading | 5 |
| Stoneham | 11 |
| Waltham | 17 |
| Wayland | 3 |
| Weston | 0 |

In an examination of the geographic pattern of the MEP's of these years, school district participation clusters in the western suburbs with a few significant nodes in the northern sector and scattered participating school districts in the southern sector, all around the HUB - Boston. (Map IV-One) School district participation in METCO (2), share a similar geographic pattern, although there is more substantial support in the southern sector of the metropolitan area for METCO than MEP's. (Map IV-Two)

Some of the school districts involved show strong and continued support of the MEP's in the seven years of its operation. Fourteen districts in the metropolitan area have participated for at least five out of seven years since Chapter 636 was enacted. They are:

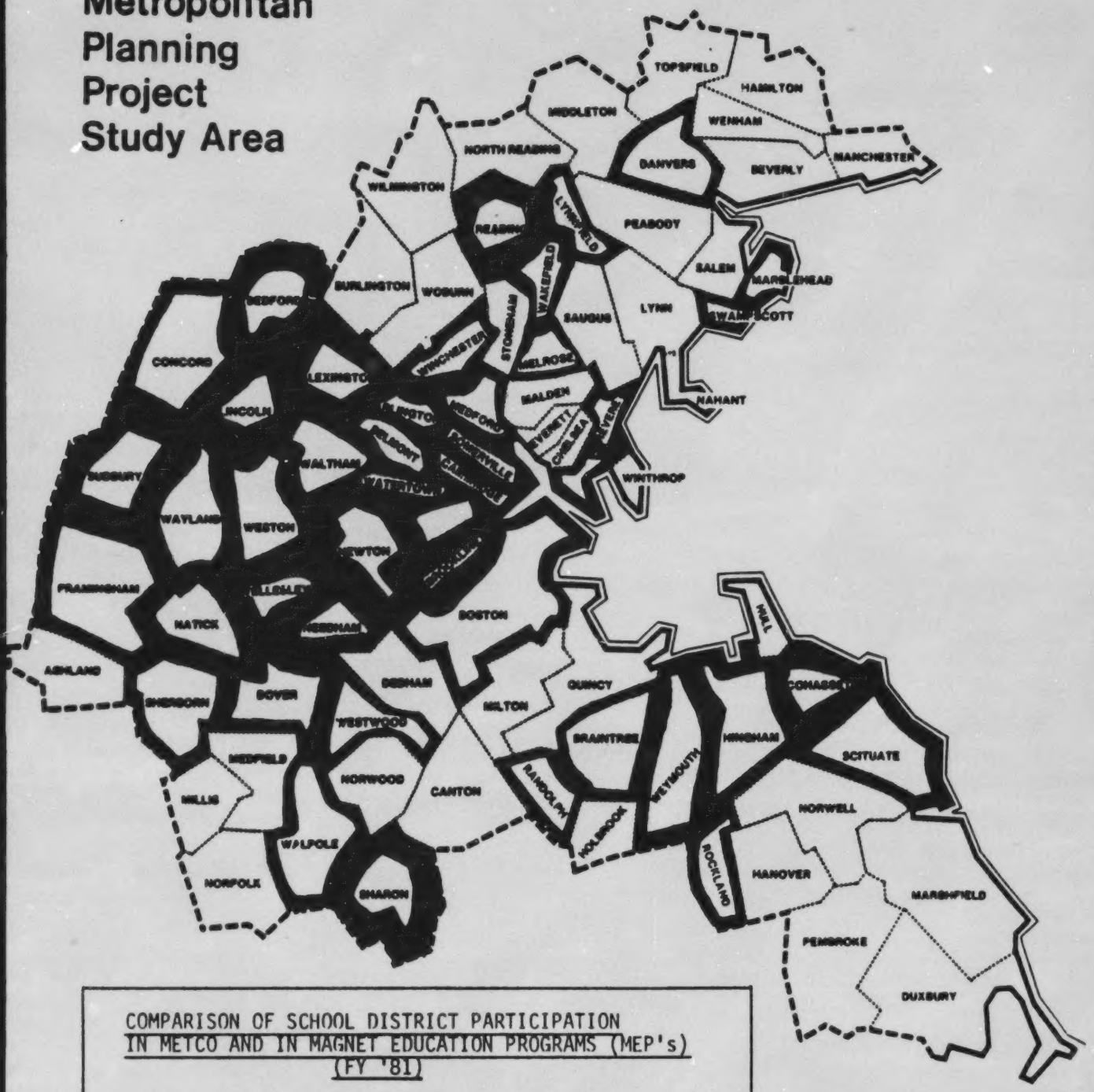
| | | | |
|---|---|---|---|
| Arlington | Cambridge | Needham | Stoneham |
| Boston | Cohasset | Newton | Waltham |
| Brookline | Lexington | Randolph | Watertown |
| Burlington | Medford | Reading | Wellesley |

These school districts are primarily in the western suburban sector. They, by and large, are the older suburban communities, almost entirely white, consistant with the demographics generally of all metropolitan area suburban communities; but with a higher than average median income and high number of homeownership (except for Cambridge which is considered a special situation). These communities cluster around Route 128 - the high technology circle around the Hub.

(2) METCO is a voluntary outward bussing desegregation program by which the minority children enter the suburban school system in elementary grades and remain to graduate in twelfth grade. There are currently (1980-1981) over 3,000 students or about 10% of Boston School District enrollment enrolled in 36 school districts.

MAP IV-TWO

# Metropolitan Planning Project Study Area




COMPARISON OF SCHOOL DISTRICT PARTICIPATION
IN METCO AND IN MAGNET EDUCATION PROGRAMS (MEP's)
(FY '81)

METCO

MEP'S

When the original seventeen applicant districts are identified, all districts except two participated in at least one MEP. Moreover, nine, well over half of the applicant districts are a part of that group of districts described above which have been members of an MEP since they were first funded. They are:

Brookline, Burlington, Cambridge, Cohasset, Lexington, Newton
Reading, Stoneham, Waltham

A second, much longer list of metropolitan area school districts have not at all participated in MEP's. Two were MPP applicant districts, a few were MPP approving districts. By and large, these districts are located in three discrete geographic clusters: far south, far southwest and far north, have never indicated any support for metropolitan programming. They are fringe communities, beyond Route 128 and, although they have grown the fastest in population due to out-migration from the Hub, they do not perceive themselves as part of the Boston Metropolitan area.

A closer examination of the geographic clustering between 1975 and 1981 show that there is a core of districts in the western sector about Boston which consistantly participate in MEP's. There is sporatic district participation in the northern and southern sectors. (Maps IV-Three through IV-Nine)

An assessment of the impact of the Plan on access for all minority and non-minority students

. Access of minority and non-minority students to magnet educational programs is a critical objective in reducing minority group student isolation. The demographic information shows that in 1973 only six districts had more than 9% minority and most were METCO receiving districts. In 1979-80 only five districts have more than 9% minority and three are METCO receiving districts. (See Map IV-Ten)

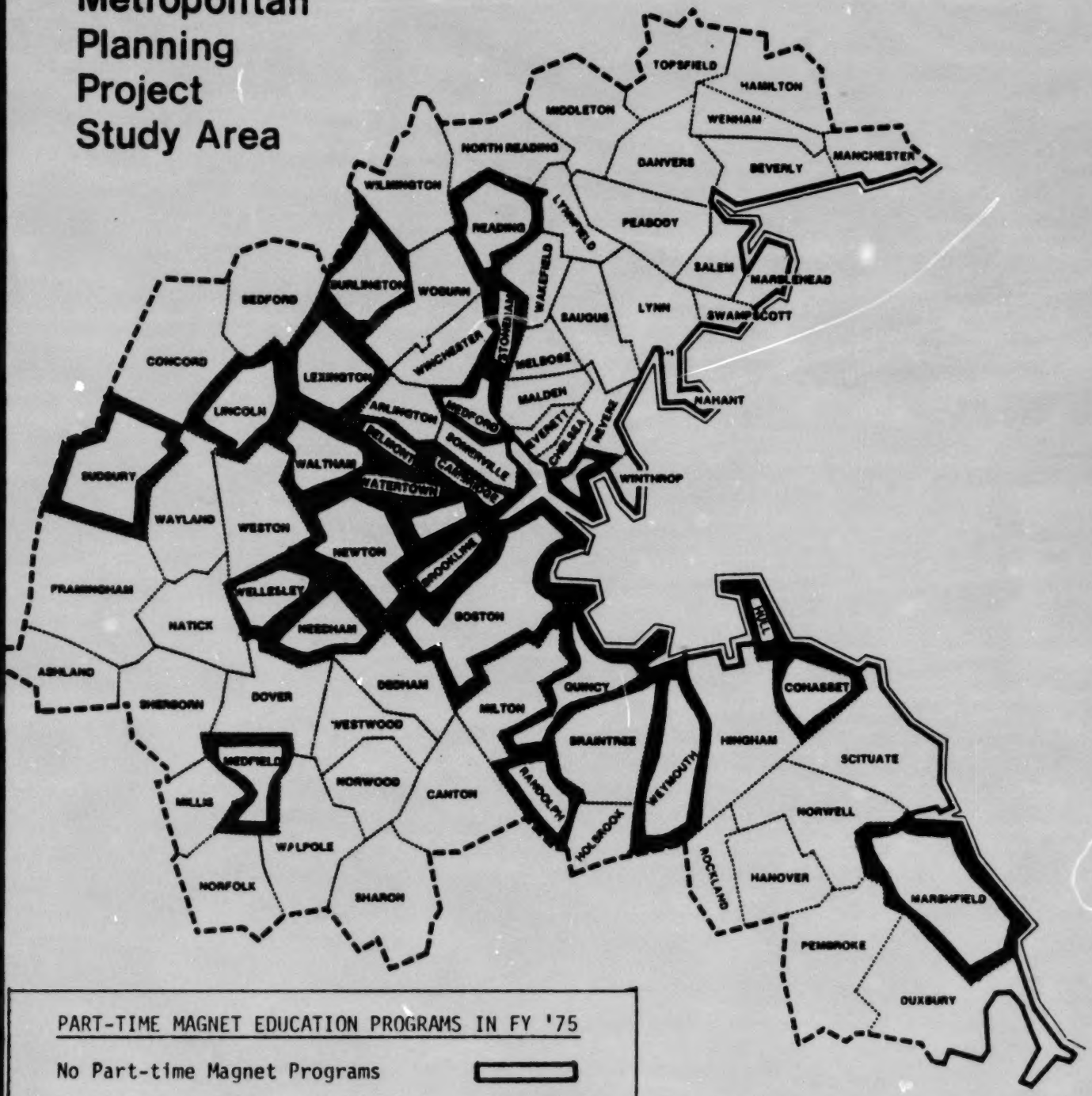
The minority population in public school enrollment has increased in the SMSA even as the overall school population has declined, but the pattern has not shifted very much. In 1973-74, out of 536,345 public SMSA school enrollment, 54,687 or 10% were minority; in 1979-80 of a total public school population of 422,727, 15.7% are minority students, an increase of 66,399 (21%) even with an overall decrease in enrollment of 113,000. As Map IV-Ten indicates in 1973-74 only six school districts have more than 9% minority students. 1979-80 shows that 18 school districts include 9% or more minority.

The 1980 Census indicates that only 37 out of 78 communities have increased their minority population even one percent. However, many of these school districts are METCO districts and in fact when comparing the METCO enrollment and the number of minority students enrollment, they are identical. The pattern of the SMSA when analyzed by extent of minority group residence shows a more sharply limited picture - 1979-80 only five school districts: Boston, Brookline,* Cambridge, Lexington,* Lincoln,* have a minority enrollment of nine percent or over and three of the five are METCO Districts. Seventy-five percent of all black students residing the SMSA attend the Boston Public Schools and comprise almost half the student population in Boston. The significant change is in Hispanic and Asian American student population; Hispanics now comprise 12,907 students or 4.2% of the metropolitan students. (In 1973-74 - 2.1%) This doubling of the total student enrollment finds two-thirds in the Boston Public Schools but the beginning of a residential distribution of 3% or more in 18 school districts scattered in the North and South Shore and in the inner suburban areas. Asian-American students while comprising 1.5% of SMSA school age population have only 40% of that total in Boston Schools - others are distributed widely throughout the SMSA.

*METCO

MAP IV-THREE

# Metropolitan Planning Project Study Area

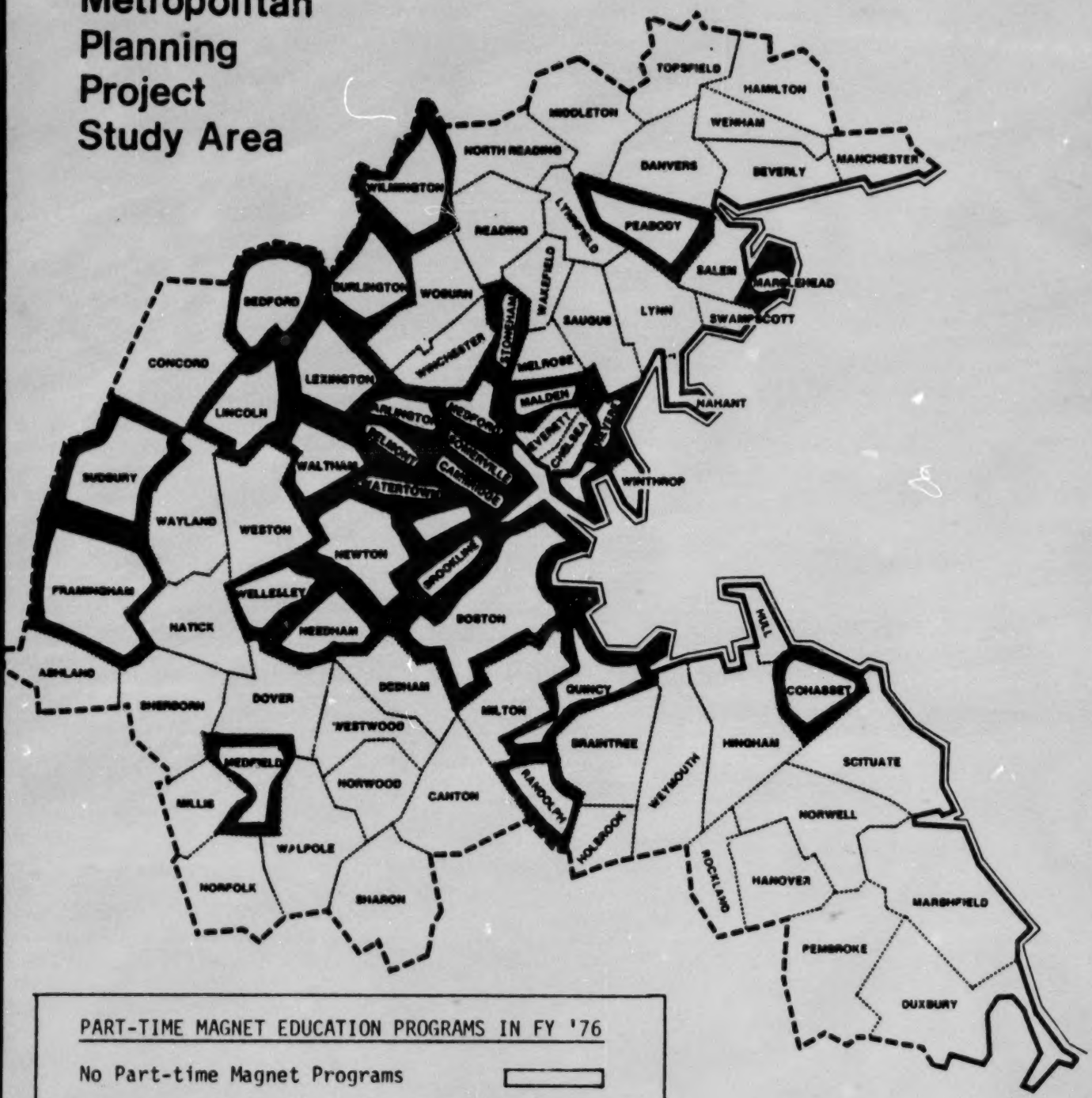



PART-TIME MAGNET EDUCATION PROGRAMS IN FY '75

| | |
|---|---|
| No Part-time Magnet Programs | |
| 1-2 Part-time Magnet Programs | |
| 3-4 Part-time Magnet Programs | |
| 5+ Part-time Magnet Programs | |

MAP IV-FOUR

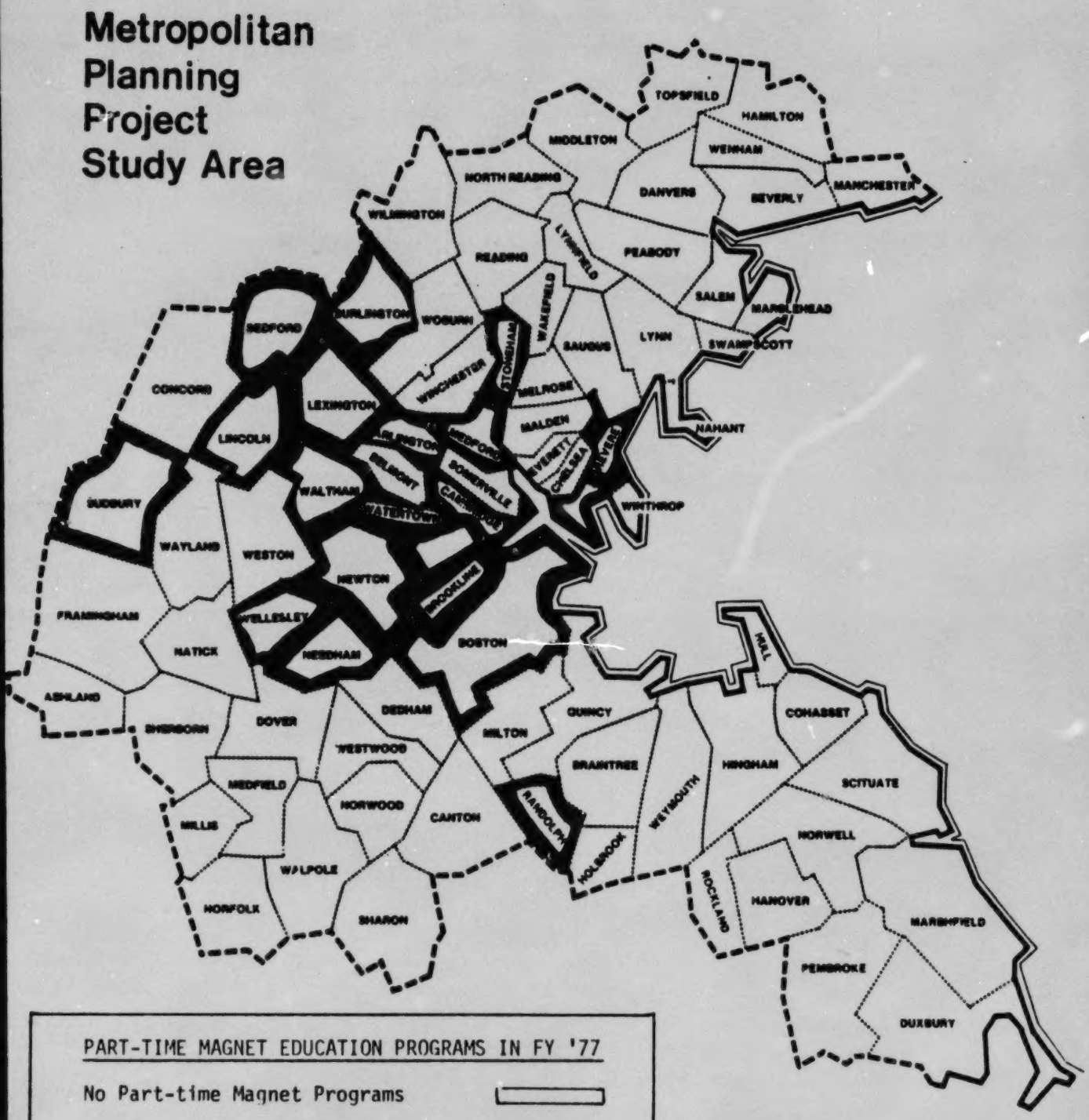
# Metropolitan Planning Project Study Area



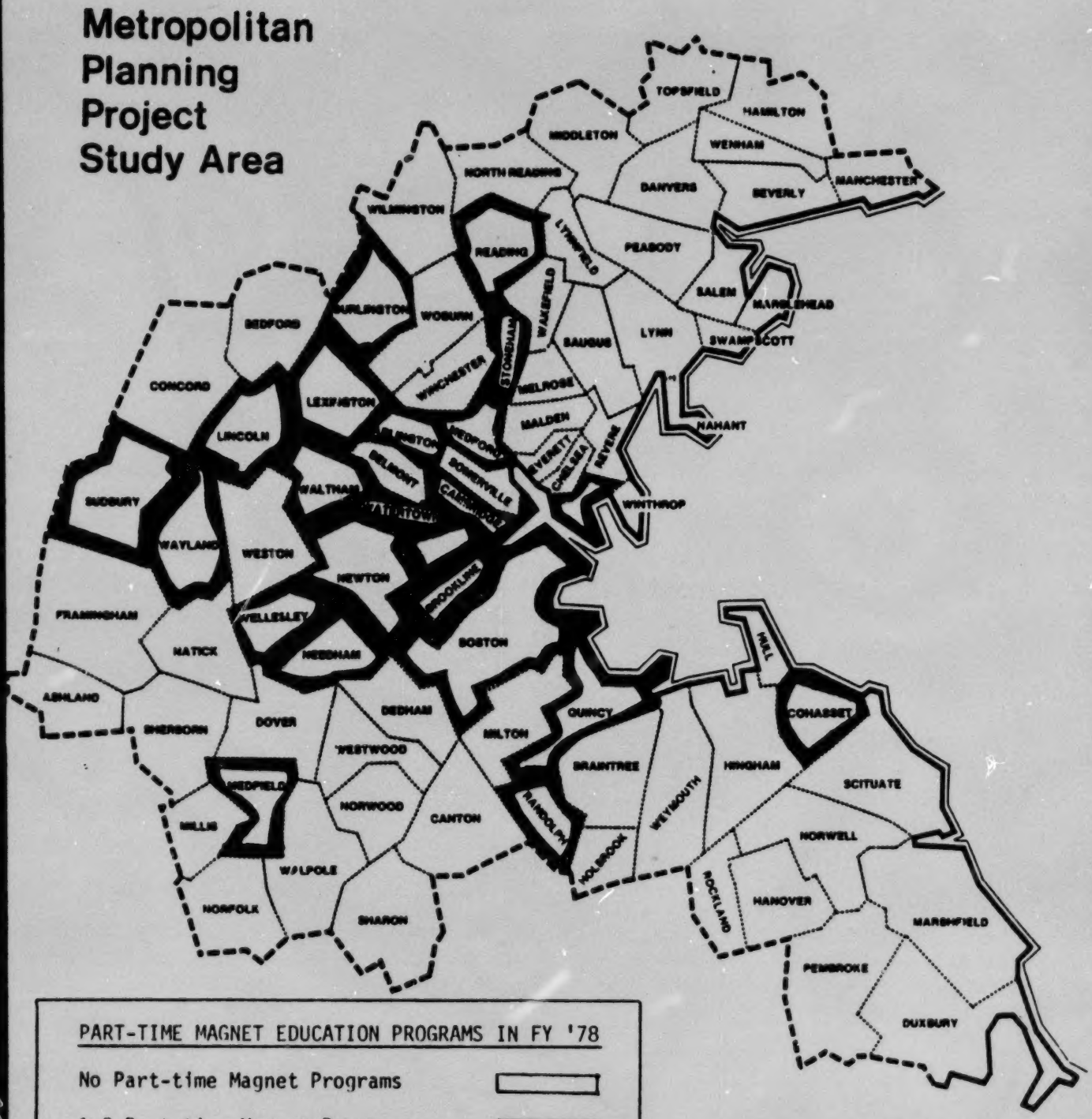

PART-TIME MAGNET EDUCATION PROGRAMS IN FY '76

| | |
|---|---|
| No Part-time Magnet Programs | |
| 1-2 Part-time Magnet Programs | |
| 3-4 Part-time Magnet Programs | |
| 5+ Part-time Magnet Programs | |

MAP IV-FIVE

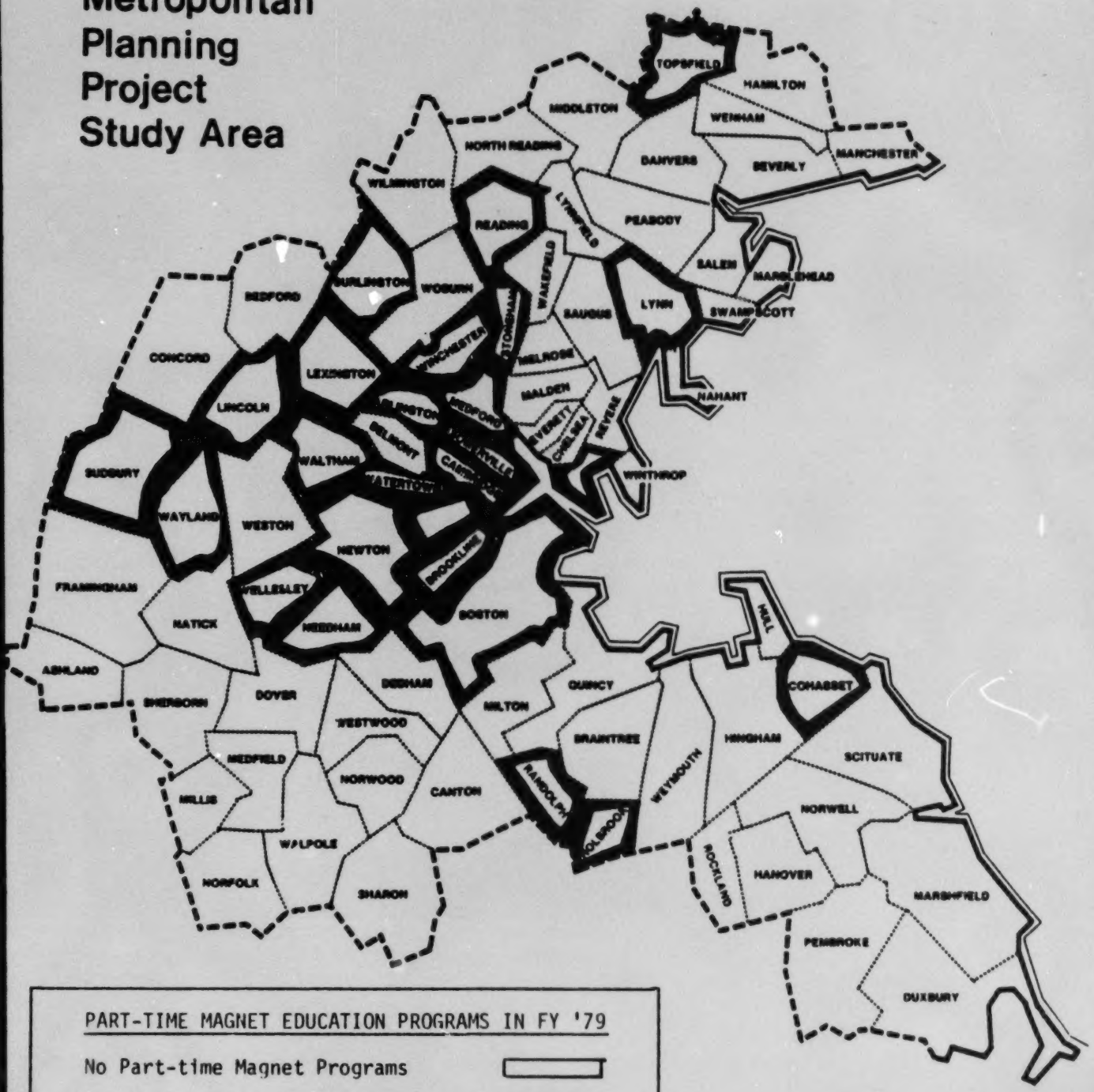

Metropolitan
Planning
Project
Study Area
TOPSFIELD
HAMILTON
MIDDLETON
WENHAM
NORTH READING
DANVERS
BEVERLY
MANCHESTER
WILMINGTON
READING
LYNNFIELD
PEABODY
SALEM
MARBLEHEAD
BEDFORD
BURLINGTON
WOBURN
WAKEFIELD
SAUGUS
LYNN
SWAMPSCOTT
CONCORD
LEXINGTON
WINCHESTER
STONEHAM
MELROSE
LINCOLN
MALDEN
NAHANT
BELMONT
SOMERVILLE
EVERETT
CHELSEA
REVERE
SUDBURY
WALTHAM
WINTHROP
WAYLAND
WESTON
NEWTON
BROOKLINE
FRAMINGHAM
WELLESLEY
HULL
NATICK
NEEDHAM
BOSTON
ASHLAND
DEDHAM
QUINCY
COHASSET
SHERBORN
DOVER
MILTON
WESTWOOD
BRAINTREE
HINGHAM
MEDFIELD
NORWOOD
CANTON
RANDOLPH
WEYMOUTH
SCITUATE
MILLIS
HOLBROOK
NORWELL
WALPOLE
ROCKLAND
HANOVER
NORFOLK
SHARON
MARSHFIELD
PEMBROKE
DUXBURY
PART-TIME MAGNET EDUCATION PROGRAMS IN FY '77
No Part-time Magnet Programs
1-2 Part-time Magnet Programs
3-4 Part-time Magnet Programs
5+ Part-time Magnet Programs

MAP IV-SIX


Metropolitan
Planning
Project
Study Area
TOPSFIELD
HAMILTON
MIDDLETON
WENHAM
NORTH READING
DANVERS
BEVERLY
MANCHESTER
WILMINGTON
READING
LYNNFIELD
PEABODY
SALEM
MARBLEHEAD
BEDFORD
BURLINGTON
WOBURN
WAKEFIELD
SAUGUS
LYNN
SWAMPSCOTT
CONCORD
WINCHESTER
STONEHAM
MELROSE
LEXINGTON
MALDEN
NAHANT
LINCOLN
ARLINGTON
BELMONT
REVERE
SUDBURY
WALTHAM
WINTHROP
WAYLAND
WESTON
NEWTON
BROOKLINE
FRAMINGHAM
WELLESLEY
BOSTON
NATICK
NEEDHAM
HULL
ASHLAND
DEDHAM
QUINCY
COHASSET
SHERBORN
DOVER
MILTON
WESTWOOD
BRAINTREE
HINGHAM
SCITUATE
MEDFIELD
NORWOOD
CANTON
RANDOLPH
WEYMOUTH
NORWELL
MILLIS
HOLBROOK
ROCKLAND
HANOVER
WALPOLE
MARSHFIELD
NORFOLK
SHARON
PEMBROKE
DUXBURY
PART-TIME MAGNET EDUCATION PROGRAMS IN FY '78
No Part-time Magnet Programs
1-2 Part-time Magnet Programs
3-4 Part-time Magnet Programs
5+ Part-time Magnet Programs

MAP IV-SEVEN

# Metropolitan Planning Project Study Area




PART-TIME MAGNET EDUCATION PROGRAMS IN FY '79

No Part-time Magnet Programs

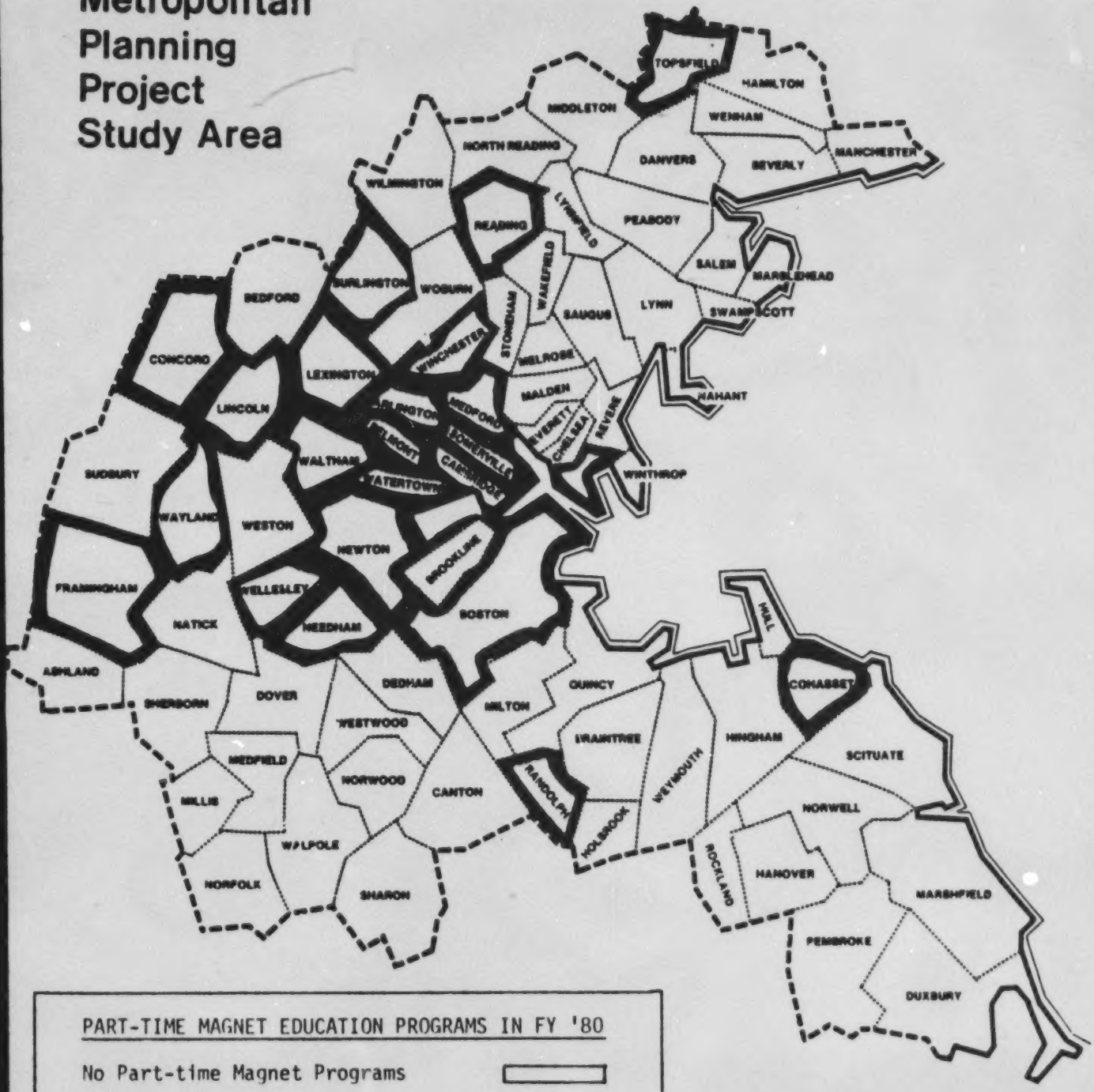
1-2 Part-time Magnet Programs

3-4 Part-time Magnet Programs

5+ Part-time Magnet Programs

MAP IV-EIGHT

# Metropolitan Planning Project Study Area

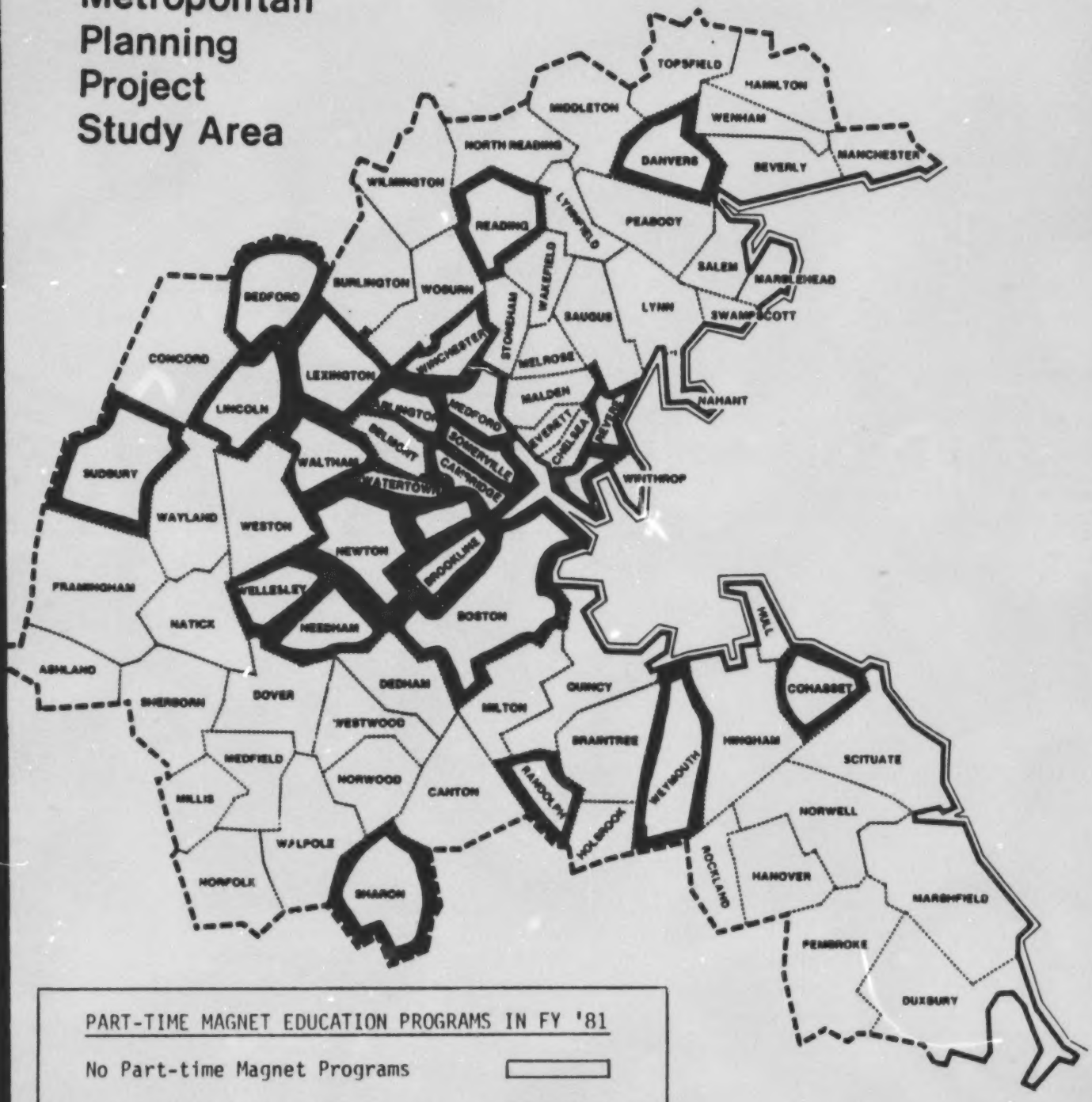



PART-TIME MAGNET EDUCATION PROGRAMS IN FY '80

| | |
|---|---|
| No Part-time Magnet Programs | |
| 1-2 Part-time Magnet Programs | |
| 3-4 Part-time Magnet Programs | |
| 5+ Part-time Magnet Programs | |

MAP IV-NINE

# Metropolitan Planning Project Study Area




PART-TIME MAGNET EDUCATION PROGRAMS IN FY '81

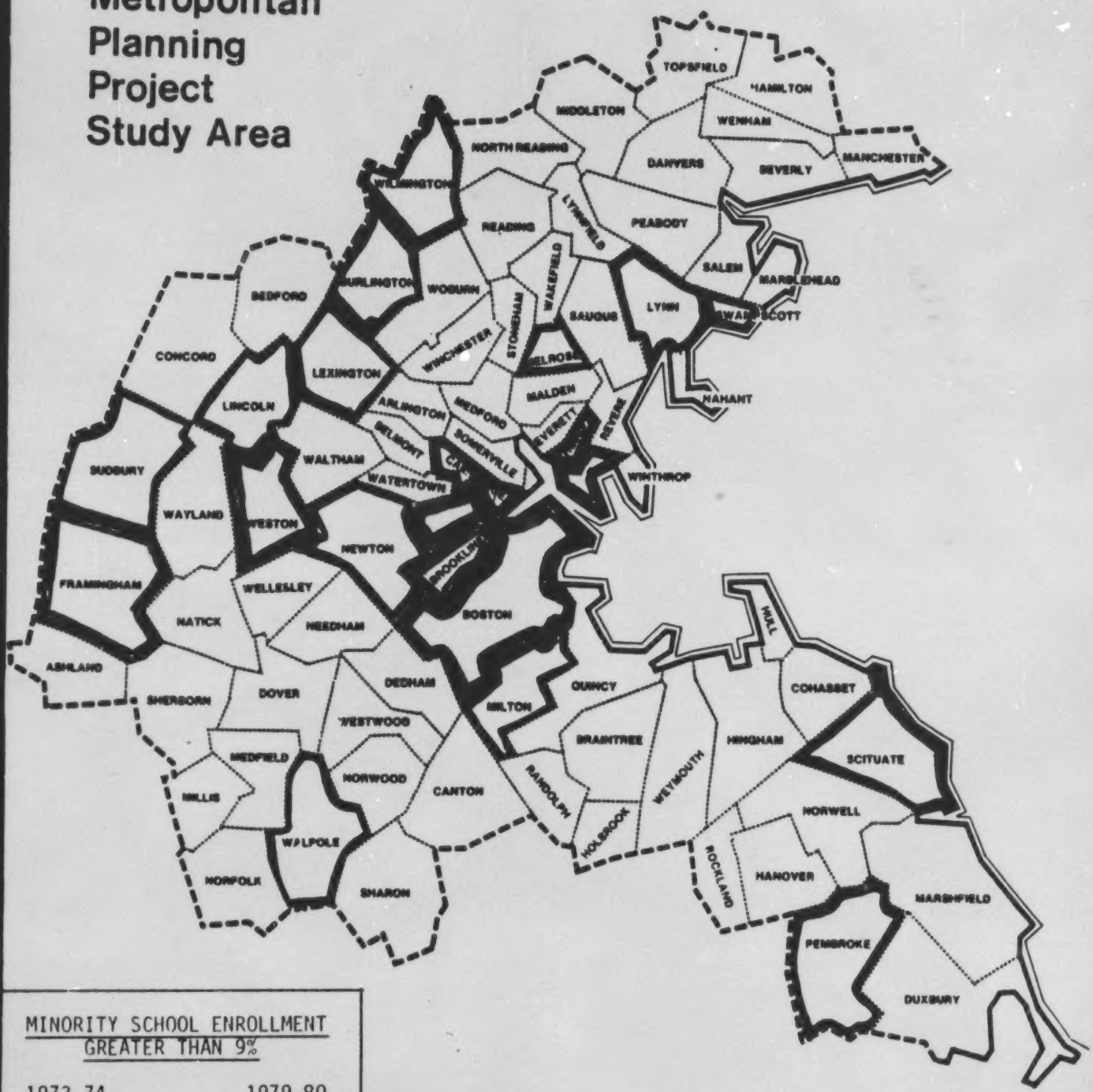
No Part-time Magnet Programs

1-2 Part-time Magnet Programs

3-4 Part-time Magnet Programs

5+ Part-time Magnet Programs

MAP IV-TEN


Metropolitan
Planning
Project
Study Area
TOPSFIELD
HAMILTON
MIDDLETON
WENHAM
NORTH READING
DANVERS
BEVERLY
MANCHESTER
WILMINGTON
READING
LYNNFIELD
PEABODY
SALEM
MARBLEHEAD
BEDFORD
BURLINGTON
WOBURN
WAKEFIELD
SAUGUS
LYNN
SWAMPSCOTT
CONCORD
WINCHESTER
STONEHAM
MELROSE
LEXINGTON
NAHANT
LINCOLN
ARLINGTON
MEDFORD
MALDEN
BELMONT
SOMERVILLE
EVERETT
REVERE
SUDBURY
WALTHAM
WATERTOWN
CAMBRIDGE
WINTHROP
WAYLAND
WESTON
NEWTON
BROOKLINE
FRAMINGHAM
WELLESLEY
BOSTON
NATICK
NEEDHAM
HULL
ASHLAND
DEDHAM
QUINCY
COHASSET
SHERBORN
DOVER
MILTON
WESTWOOD
BRAINTREE
HINGHAM
MEDFIELD
NORWOOD
CANTON
SCITUATE
MILLIS
RANDOLPH
WEYMOUTH
NORWELL
WALPOLE
HOLBROOK
ROCKLAND
HANOVER
NORFOLK
SHARON
MARSHFIELD
PEMBROKE
DUXBURY
MINORITY SCHOOL ENROLLMENT
GREATER THAN 9%
1973-74
1979-80

Given the racially and ethnically restrictive demographic pattern of the SMSA, it is highly significant that 243 districts have participated in MEP programs since their inception. In many districts the commitment is a serious one. The impact is strongest in the western sector, in transition in the southern sector and least prized in the northern sector. This is consistent with other Boston area trends: demographic, economic, transportation and cultural. Those communities maintaining closer social and economic ties to Boston participate more in MEP's. Those who do not perceive themselves as a part of the metropolitan area disassociate themselves from participation and those who have recently moved from Boston are most negative about participation. However, this situation is changing; between 1975 and 1981 several northern and southern suburbs have begun to join in the magnet education programs. Moreover, the impact of the economic squeeze of proposition 2 1/2 and the new proposed federal cuts in spending for education, as well as a potential shift in inter-governmental relations to block grants may increase the number of districts which will participate in a collaborative effort to promote voluntary desegregation through innovative curriculum.

Access of the minority students and of the non-minority students to each other through a collaborative program with innovative curricula in a quality learning environment, remains a key element in reduction of minority student isolation. This access has begun to be achieved; it needs to be increased still further.

Program and Curriculum

The assessment of accessibility of minority students to metropolitan education programs has indicated that it has been successful in matching city and suburban students in MEP's -- which includes METROPATHWAYS. This section will examine the second of the major objectives: whether these students have access to innovative educational magnet programs and further, whether the unique governance mechanism and process of these programs enhances the learning environment so as to achieve voluntary student integration.

Two critical elements in measuring the success of the urban-suburban programs are the impact of its innovative curricula and its collaborative nature. How can the voluntary desegregation in the metropolitan area be measured; and even more fundamentally, how can the impact of this program on the attitudes, values, and content learning of children be measured. Some aspects of the innovative curriculum and the mechanisms of governance of the "pairings" or collaboratives and its process of development, can be assessed, but the affective and cognitive impact on the children can best be measured in a longitudinal study which traces the behavior of the students enrolled in the MEP's. Moreover, rather than reviewing one independent element, the key to assessment may be in assessing the interrelationships between innovative curricula and its components, governance structure and its issues of power, responsibility and accountability -- and to whom? For clarity in assessing these questions, however, focus will be on individual elements.

## The Integregation impact of the MEP's on the students

### Introduction

In an early study of the MEP's, the evaluators focussed on two of the outcomes of the programs, the integration change for students and program impact on students' home schools.(1) The study examined twenty magnet

(1) George Thomas and William Genova - A Study of MAGNET EDUCATIONAL PROGRAMS 1976-77: The Characteristics of Part-Time Educational Programs that Best Achieve Integration Outcomes and School Impact. (TDR Associates, Summary of Final Report prepared for the Bureau of Equal Educational Opportunity, Mass. Dept. of Education, Sept. 1977)

education programs selected from about fifty programs; size, location, and type of curriculum were found important. Urban and suburban schools were selected.

The study pointed out that:

> "Magnet programs vary widely--in size, content, pedagogy, and location, but they share certain fundamental features. Participation is voluntary, combining white, black, (and other minority) children--no more than 50 percent or less than 30 percent non-white participants. Programs are part-time--an afternoon a week for twelve weeks at an outdoor center, for example, or a solid week based at a museum. Most programs utilize other resources and staff-a museum, a theatre, an environmental center. Finally--hence, state funding--the programs are "magnetic," attractive because of some unique educational feature. When different schools are involved, they must be substantially different in racial enrollment. The overall effect of magnet programs is to reduce racial isolation. In addition to their academic and experiential aspects, most of the programs attempt to increase participants' knowledge of, and respect for, children of different races."

The study utilized Gordon Allport's prescription that "certain conditions are essential before positive effects can be excepted from integration contact: equal status, common goals, and a non-competitive atmosphere."

The study findings indicated that:

Students show highest integration gains in programs which:

- serve high school students
- include curriculum material dealing with racial and ethnic issues
- have staff experienced in inter-racial teaching
- provide intensive experiences like an overnight camping weekend
- group students in small groups, with some deliberate racial balancing
- deal directly with racial conflicts when they arise
- attempt to relate program content to the regular school curriculum.

In addition, magnet programs in elementary schools whose students show highest gains:

- encourage the participation of intact classes
- help teachers to prepare and follow up program sessions at the home school
- involve parents in more active roles
- deal directly with racial conflicts, but somewhat less confrontively than programs for older students.

A more in-depth analysis shows:

- The integration gains of students were positively correlated with programs that included at least one suburban school.

- The higher the total number of hours in a program, the higher the student integration gains. The median number of hours for programs was 40, with a low of 14, a high of 400.

- There were strong negative correlations between student integration outcomes in elementary school programs, and even stronger positive correlations with programs serving high school students. Half the sample programs served elemtary students, one-third served high school students.

- Students in programs we considered "intensive"--having all-day sessions for several days, show higher integration gains than extensive ones held one or two afternoons a week for several months. About one-third of the sample programs were considered "intensive." Most "extensive" schedule programs ranged from 15 to 20 two-hour sessions spread over several weeks.

- There were positive correlations with programs in which teachers urged specific students to volunteer, and in which individual students volunteered. The TDR observers found that, whatever the grade level, programs in which students showed higher integration gains were characterized by high teacher enthusiasm for the program, whether or not they themselves were directly involved. In more than a few instances, teachers were skeptical and discouraging, and students' enthusiasm was probably dampened. In contrast, some longer-lived programs are so popular among teachers and students they have long waiting lists.

- There were positive correlations between student integration gains and programs in which staff had had considerable previous experience with racially-mixed student groups. Many staff members told TDR observers that previous inter-racial experience was critical, especially if racial issues were to be dealt with, regardless of the race of the staff.

- Students in programs whose subject matter dealt primarily with urban or multi-cultural issues rated higher in integration outcomes than students in, say cultural or science programs. Furthermore, no matter what the overt subject matter of the program, if it centered on racial or ethnic content or issues, as opposed to not including such issues, students showed higher integration gains.

- Students in primarily large groups and in predominantly individualized sessions showed lower integration gains than those in small groups. Observers agreed that successful programs grouped students in small racially-balanced groups with common problems to solve for significant portions of the program sessions. They ranked such programming, as well as intensive experiences, and the presence of staff with previous inter-racial experience as most important.

- If no incidents of racial or ethnic conflict occurred in the program, students tended to show low integration gains. The same was true if incidents, once they occurred, were ignored. Conversely, students tended to show higher integration gains in programs dealing directly with incidents, and when these became learning experiences for those in conflict and/or for others. Students showed higher gains when staff took advantage of unplanned opportunities for learning about racial and ethnic differences, customs, and attitudes.

In summary, the findings in terms of curricula show that large integration gains were in programs which directly focussed on racial issues either through multicultural and multi-racial materials or through the utilization of racial conflicts as an effective learning mechanism. Moreover, the reports state that there is "no inconsistency between direct dealing with integration issues and high educational quality. Most successful programs deal directly with racial issues and have superbly inventive educational programs that are well-staffed, well-designed, well-administered. Their overt curriculum is as likely to be dance, or theatre, as the urban environment. Students can learn about dance, or fish, or political behavior, and at the same time learn about themselves, each others' individual and cultural similarities and differences, and the ways in which all these facets interact."

Curricula for the Metropolitan Planning Project Plan:

- The Metropolitan Planning Project plan, as discussed earlier, offered three major program thrusts whose basic structure, content and orientation were continued through the MEP's.

1) METROPATHWAY
2) METROPAIRWAY
3) METRO ETHNIC HERITAGE RESOURCE CENTERS

The MEP's were created on the structure of METROPATHWAYS and PAIRWAYS which were predicated upon eight policy decisions which were made by staff, community groups, school personnel and the Governing Board and Advisory Committee. They included specific curriculum objectives for concepts, content, skills, - with cognitive and behavioral affective objectives. They included emphasis on basic skills, training for post school careers and significant multicultural, multi-ethnic learning activities. It also specified that the curricula development should be participatory and include teachers, school administrators, students, parents and community persons. Lastly, that governance include these groups within a voluntary collaborative of two or more School Districts plus community groups, cultural institutions, resource persons and on third site learning environments.

Apart from the overall desegregation mandate, the aims can be classified in three categories:

Flexibility and collaboration for participants

To involve students, teachers, communities, administrators and planners in a unique coalition which can provide support and ideas.

To provide support services for staff development and community participation in the educational decisions.

To develop mechanisms for collaborative interdistrict programs which may provide replicable models for other regions.

Broadening of available material and options

To encourage and nurture a working interaction between educational program aims and the goals of other urban systems, such as business, industry, culture and government.

To facilitate cooperation between other alternative programs which include components of staff development, management training, guidance, media and experience in occupational and vocational education counseling.

To initiate an informational system in METROCENTER for alternative schools and programs and provide for student support services.

Maximum use of metropolitan resources

To develop innovative programs at "third" sites through utilization of the existing metropolitan transportation network.

In order to assure the primary goal of eliminating minority group student isolation, a variety of innovative curriculum options were developed and implemented.

## Curriculum Options

### Metropolitan Planning Project

It is through the curriculum options of METROPATHWAY that students from the city and suburbs interacted and shared learning experiences. Programs were designed to facilitate new ways of understanding the cultural, economic and physical environment while encouraging necessary and basic studies. The curriculum options, scheduling mechanisms and staff and community development procedures all reflected common goals and sought methods of sharing between city and suburb. These are discuss ed in depth since they were in part continued as MEP's as well as providing a model for other metropolitan programs.

The social diversity of the METROPATHWAY manifested itself in the racial and ethnic composition and the blend of social and economic backgrounds of the participating students, teachers and auxiliary personnel. As a basis for program design, the student composition of the curriculum options must include 20% to 40% minority group student participation. The curriculum options for the first pilot year of METROPATHWAYS in January 1975 involved sixteen programs originally developed by Metropolitan Planning Project design of learning environments mini-grants. Each project involved a minimum of two school districts, community groups, cultural institutions, parents and teachers advisory councils and designed to encourage enrollment of different racial and ethnic backgrounds. They were:

1. CAREER INVESTIGATION: involved students in an active way in different professions or vocations of their choosing. Preliminary study of the career world occured during the first phase so as to expose all the students to as many aspects as possible, some of which they may not have ordinarily been exposed to because of their environment. Resource people and role models in the different fields were utilized. The student then took part in the actual task of the field they chose, not just as passive observers.

2. METRO CITY: placed students in a position to view the Boston area as a center for the study of contemporary urban problems from the perspective of their own community and that of other students. Local, state and federal activity and their interrelationship were studied. After a general study of different urban problems, students narrowed their range of interest and choose to study a specific area which included transportation, housing, recreation or school systems. The students then followed through in their chosen learning area with work experience in service agencies, governmental offices, colleges, and other professional offices.

3. METRO ARTS: used the Boston area as a center for the study of and immersion into the creative arts. A comprehensive study was made on the historical development of the arts with emphasis on the pluralistic composition of the Boston metropolitan area. Students participated in various aspects related to music, sculpture, painting, and theatre as seen through cultural differences and similarities. Organizations and individuals in the arts were utilized as resources and role models of the different cultural groups within the metropolitan area.

4. ETHNI-CITY: studied the ethnic communities of the Boston metropolitan area through an anthropological point of view. Each student was exposed to aspects of history and migration, customs, traditions, language, foods, and beliefs. In order to understand the differences and similarities inherent in race, culture, ethnicity, and language, each student or team of students studied another ethnic group in addition to his own. Resource persons were essential to the coordination of this program.

5. POLITICAL DISCOVERY PROGRAM: The goal of this program was to use the resources of Boston's Government Center Sampler and the semester-long Internship. The Government Center Sampler was a one week, intensive program for teachers and students to introduce them to the variety and volume of activity which goes on daily at Government Center. The focusus on political discovery, structured to relate to the curriculum the students are experiencing in the high schools. The Internship program placed high school juniors and seniors in government and government related agencies. Students will work with legislators, media, reporters, lobbyists, city councilmen and councilwomen, administrators and the judiciary.

6. THE CHARLES RIVER PROJECT: The Charles River Project brought together students and teachers from varied communities and backgrounds in integrated groups for on-site environmental learning experiences. Curriculum
Charles River and its environs, and provides opportunity to examine land, air, and water systems, the interaction of ecology and technology, and the resulting social and political problems. A career education component provide students with exposure to the opportunities for enjoyment in the environmental area.

7. SOCIAL DISCOVERY: was conducted by the Reading and Boston Public Schools. Its aim, as an alternate semester program, was to provide an opportunity to develop greater knowledge of the basic forms of social organization which form the fabric of American Society. This was achieved by, not only having the students read and research a variety of life styles and social conditions, but also by actually participating in the living situations they were studying.

The support from parents and community was extremely good, with parents providing valuable suggestions for reading lists and placement sites. Further, this program developed and published a curriculum guide for exploring diverse social structures, cultures, and life styles, which is available for schools who wish to establish a similar program.

8. C.A.S.E.S. (Cases and Studies of Economic Situations): The aim of the program was to join with the National Alliance of Businessmen, the Federal Reserve Bank and the Cambridge and Boston school departments to plan and pilot a course for high school students in the basic principles of economics, utilizing a case study method and the community as the classroom. The project resulted in three cases produced by the students based upon their visits to educational institutions, banks, and electronics firms, major department stores and insurance companies among other business firms.

9. BOSTON STREET ACADEMY: The aim of this program was to involve parents, staff, and students of high schools in the two communities, Boston and Cambridge, to plan a drop-out prevention program. The program planned to use a flexible campus approach aimed at helping to improve the self image and image of other groups for both minority and non-minority students. With eighteen students on the planning team this pilot produced a program for potential school drop-outs which included a curriculum and instruction strategies for drop-out prevention which tries to meet their need for basic skills programs.

10. THEATRE COMPANY OF BOSTON: taught a theatre production course for academic credit to fifty students from Boston, Watertown, Brookline, and Lincoln-Sudbury Regional High Schools. The purpose of the pilot was to serve as a model for introducing theatre arts into the school curriculum and for establishing a professional company of actor/teachers supported on a metropolitan basis. Among the final products of this project was a student production called Metroliner which toured to Brookline, Roxbury, Watertown, and Lincoln-Sudbury. In its final evaluation of this project the Theatre Company of Boston concluded, "...students in the drama program appear to have greater concerns about the need for understanding and interacting with people of all races and backgrounds. It is only by taking every opportunity to learn from and understand each other that the barriers isolating individual races and cultures can be eliminated."

11. E.N.E.R.G.Y.: The experimental School System of the Commonwealth of Massachusetts and many suburban districts planned and piloted a project that involved minority group high school students with students from varied backgrounds in a cooperative and productive study focusing on the issues of the energy crisis. This issue was selected for its relevance to the lives of the individual students, the participating communities and to national interests. The students developed a report on the energy crisis as it is perceived as an issue by different groups of people, especially around the problem of transportation. It produced an educational program involving students from different cultural environments who worked together to collect and report data relating to the use of energy resources. The methodology by which the students operated can be used for the study of other ecological and environmental issues.

12. METROPOLITAN CULTURAL ALLIANCE: The Metropolitan Cultural Alliance developed several programs for students in the communities of Boston, Burlington, Randolph, Stoneham, Waltham, and Watertown. In the past, schools in the Greater Boston area have used the resources of many cultural institutions and performing groups to provide enrichment experiences for their students but most of these were designed as one-time field trips to an institution or single performances by a company at the school. In collaboration with a number of cultural institutions, such as the Museum of Fine Arts, the Museum of Transportation, Pocket Mime, Stage One Theatre, the Children's Museum, and Concert Dance, MCA developed curriculum packages that provided for a more extensive and systematic use of these institutions' resources. These programs are geared for elementary, junior high and high school students. They include: Waterways, Celebration of the Sun, Tribe, Americans, Environmental Puppet Drama, Moving Game, Movement & Dance, Doctor Opera and American Experience. (Now included in The American Experience)

13. ROXBURY-DORCHESTER COMMUNITIES AS AN ENVIRONMENTAL LEARNING LABORATORY: The Roxbury-Dorchester Community Beautification Program conducted a learning laboratory for sixth and seventh grade students from Weston and Boston. The aim of this program was to bring together students from diverse racial, socio-economic and cultural backgrounds in a learning environment in which horticultural skills and knowledge could be developed and human relations skills acquired. The participating students met for a six week period at the Franklin Park Rose Garden. Through the process of rejuvenating this garden, the students acquired skills necessary for planting, preparing and maintaining a garden site. In addition to these tangible skills, they developed an introductory knowledge of plant biology, soil composition, and soil care. By the end of the project, students from both school systems expressed great pride in the tangible accomplishments effected by their partnership.

14. MOBILE MUSEUM: The Elma Lewis School of Fine Arts, Inc. (ELSFA) developed a cross-cultural program involving schools in Brookline and Weston. Initially, the ELSFA staff presented a series of seminars and workshops to teachers, parents, and students in these districts. The purpose of these seminars was to orient these groups to the personnel and curriculum resources of the ELSFA in the areas of Afro-American, West Indian, and African music, drama, art, dance, and costuming. As a result of these workshops, teachers made use of ELSFA resources. For example, when a class was studying communication, a person from ELSFA who was an expert on African drums was utilized. ELSFA developed a Mobile Museum that contained exhibits of sculptures, masks, headdresses, and other traditional items that are part of the African way of life. This museum, which also contains a number of audio-visual aids, presented six week activity programs at interested school districts. The exhibits in this Mobil Museum were used by teachers in such curriculum areas as Social Studies, Art, Music, and Dance.

15. COOPERATIVE SEMINARS PROGRAM: This program was developed by the Cambridge Montessori School and the Federation of Boston Community Schools. Ten students from each participating community between the ages of nine and twelve were involved in a twelve week seminar program. The first six weeks were spent at the Cambridge Montessori School; the last six were spent at the Highland Park Free School. Students met one day a week during this period for the following activities: academic seminars (Drama, History of the Earth),

group meetings (discussions, resource sharing, and silulation games), a physical education program, and an afternoon arts program given at art resource organizations in each community. The project ended with a weekend retreat that provided students and staff the opportunity to interact and cooperate on an even closer basis, and to share their learning experiences. A main objective of this program was to make use of the unique resources of the two communities involved (Cambridge and Roxbury) and to involve parents, students and teachers in the development and on-going planning and evaluation of the program. Thereafter entitled: Bicentennial/Futures Project: History in Transit; Boston-The Neighborhoods; Boston-The Government Center; Boston-The Harbor City.

16. STOREFRONT VIDEO PROJECT: The Storefront Learning Center Video Project consisted of a twelve-week cross-cultural education program utilizing the techniques and potentials of half-inch video-tape production as a learning experience for middle school students. The students were trained to plan, write, tape, and edit video-tape. The process of learning to produce video-tapes involved the development of academic and social skills. Techniques of interviewing, improvisation, creative writing, and dramatics were stressed as part of the curriculum. In conjuction with these educational objectives, personal and group goals were stressed. Students were to be able to use the portapak equipment and accessories competently, to explore their environment and to express themselves. The feedback capacity of the video system was exploited in fostering positive self-images and cultural pride through affirmative presentation of the student and his or her ethnic heritage. The group evoked a strong sense of unity and mutual respect as they cooperated in the learning and production procedures of the curriculum.

Almost 400 students were enrolled in that first full academic year from sixteen districts and 29 high schools. The classes were integrated between 20-40% minority students (see List IV-Three)

MEP's

In this first year of funding for MEP's, nine MEP's for thirty districts were initiated. (Table IV-II) They were:

Another Course to College
Centerbridge
Charles River Project
Computer Program
Days in the Arts
Chinese American Resources
English High School program
Ethnic City
Investigating Educational Models

LIST IV-THREE

| District | | High School | No. of Enrollments |
|---|---|---|---|
| Arlington | | Arlington | 1 |
| Boston | | Boston Technical | 24 |
| | | Boston Trade | 25 |
| | | Brighton | 8 |
| | | Burke | 12 |
| | | Charlestown | 11 |
| | | Dorchester | 7 |
| | | East Boston | 4 |
| | | Hyde Park | 12 |
| | | Jamaica Plain | 36 |
| | | Roslindale | 5 |
| | | South Boston | 12 |
| Brookline | | Brookline | 2 |
| Cambridge | | Cambridge High & Latin | 17 |
| | | Rindge Tech | 18 |
| Cohasset | | Cohasset Alternative | 16 |
| ESSCM | | Model | 3 |
| Lexington | | Lexington | 54 |
| Medfield | | Medfield | 5 |
| Medford | | New Medford | 11 |
| Needham | | Needham | 5 |
| Newton | | Bigelow Jr. | 8 |
| | | Newton North | 1 |
| | | Newton South | 11 |
| Reading | | Reading Memorial | 2 |
| Stoneham | | Stoneham | 5 |
| Waltham | | Waltham | 13 |
| Watertown | | Home Base | 19 |
| Wellesley | | Wellesley | 6 |
| 16 Districts | TOTALS: | 29 High Schools | 353 Enrollments |

Source: Les May, First Year of METROPATHWAYS, Unpublished Qualifying Paper, Harvard Graduate School of Education (1977).

SUMMARY TABLE:

NUMBER OF MAGNET EDUCATION PROGRAMS (CHAPTER 636)
BY SCHOOL DISTRICT AND YEAR IN BOSTON SMSA: 1975-76 TO 1981-82

| School District | Number of Programs Per Year | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| Arlington | | 1 | 1 | 2 | 1 | 8 | 5 |
| Bedford | | 3 | 1 | | | | 5 |
| Belmont | 2 | 1 | | | | 6 | |
| Boston | 18 | 20 | 24 | 17 | 19 | 23 | 16 |
| Brookline | 4 | 7 | 2 | 1 | 3 | | 5 |
| Burlington | 1 | 4 | 2 | 1 | 2 | 1 | |
| Cambridge | 3 | 5 | 3 | 4 | 3 | 7 | 8 |
| Cohasset | 3 | 1 | | 1 | 1 | 6 | 5 |
| Concord | | | | | | 6 | |
| Danvers | | | | | | | 5 |
| Framingham | | 3 | | | | 1 | |
| Holbrook | | | | | 1 | | |
| Hull | 1 | | | | | | |
| Lexington | 4 | 5 | 3 | 1 | 2 | 10 | 6 |

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages". 1975 and 1976.



Scho[illegible] Dis[illegible]ts [illegible]ticipating [illegible] more than one program.

SUMMARY TABLE:

NUMBER OF MAGNET EDUCATION PROGRAMS (CHAPTER 636)
BY SCHOOL DISTRICT AND YEAR IN BOSTON SMSA: 1975-76 TO 1981-82

| School District | Number of Programs Per Year | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| Sharon | | | | | | | 2 |
| Somerville | | 1 | | | 1 | 6 | 5 |
| Stoneham | 1 | 4 | 2 | 2 | 2 | | |
| Sudbury | 2 | 2 | | 1 | 1 | | |
| Topsfield | | | | | 1 | 1 | |
| Waltham | 3 | 4 | 2 | 2 | 3 | 6 | 5 |
| Watertown | 5 | 7 | 4 | 1 | 4 | 6 | 5 |
| Wayland | | | | 1 | 1 | 1 | |
| Wellesley | 1 | 2 | 2 | 1 | 1 | 6 | 5 |
| Weymouth | 1 | | | | | | 5 |
| Wilmington | | 1 | | | | | |
| Winchester | | | | | 1 | 1 | 1 |
| | | | | | | | |
| | | | | | | | |

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages". 1975 and 1976.

Sch Di. cts tic Eln mc har s p am.

Between 1976-77 to 1981-82 the number of school districts participating in METROPATHWAYS increased from 17 to a low of 10 districts and its current high of 20 districts.

Number of Participating School Districts in METROPATHWAYS: SUMMARY

| Year | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
|---|---|---|---|---|---|---|---|
| METRO-PATH-WAYS | 16 | 17 | 10 | 14 | 14 | 18 | 23 |

Similarly the number of school districts involved in MEP's increased from 30 in 1975 to 124 in 1981 with an unexplained descrease in 1977 and 1978. Some school districts were involved in one MEP; many participated in a variety of kinds and types of programs. (Table IV-111)

Number of Districts Participating: SUMMARY

| Year | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
|---|---|---|---|---|---|---|---|
| # of MEP's Districts | 30 | 29 | 14 | 13 | 80 | 135 | 124 |

Fifteen school districts have participated in every year or every year but one in at least one program.

Arlington
Boston
Brookline
Burlington
Cambridge
Cohasset
Lexington
Medford
Needham
Newton
Randolph
Stoneham
Waltham
Watertown
Wellesley

Forty school districts have participated at least once and in one program since 1975-76 school year.

TABLE IV-111

NUMBER OF SCHOOL DISTRICTS AND STUDENTS PARTICIPATING IN MAGNET EDUCATION PROGRAMS IN BOSTON SMSA: 1975-76 TO 1981-82

| Magnet Education Program | 1975 | 1976 | 1977 | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Districts | # of Districts | # of Districts | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students |
| American Experience | | 2 | 5 | 3 | 200 | 4 | 298 | 18** | *** | 23** | *** |
| American Roots I | | | | | | 3 | 70 | 2 | 64 | 2 | 71 |
| American Roots II | | | | | | | | 2 | 67 | 2 | 67 |
| Animals | | 2 | 2 | 3 | 110 | | | | | | |
| Another Course to College | 1 | 1 | 1 | | | | | | | | |
| Around the Corner | | | | | | | | | | 1 | 250 |
| Arts & Animals | | 1 | 2 | 2 | 110 | 3 | 110 | 2 | 63 | | |
| Books from My Head I | | 2 | 3 | 2 | 50 | 2 | 50 | 2 | 120 | 2 | 50 |
| Books from My Head II | | | | | | 2 | 95 | 2 | 145 | 2 | 50 |
| Boston Today | | | 1 | | | | | | | | |
| Bridging the Gap | | | | | | | | 2 | 289 | | |
| Career Education | | | | | | | | 1** | 53 | | |
| Centerbridge | 5 | | | | | | | | | | |

* Information was not available for the number of students participating in Magnet Education Programs in Fiscal Years 1975, 1976, and 1977.
** Includes school districts that are not in Boston SMSA. (Boston Archdiocese was also included as a separate district.)
***Total number of students for all EdCo Metropolitan Programs in Fiscal Years 1980 and 1981 was 2000.
Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Mass. Dept. of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV-111

NUMBER OF SCHOOL DISTRICTS AND STUDENTS PARTICIPATING IN MAGNET EDUCATION PROGRAMS IN BOSTON SMSA: 1975-76 TO 1981-82

| Magnet Education Program | 1975 | 1976 | 1977 | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Districts | # of Districts | # of Districts | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students |
| Center for Human Development | | | | | | 1** | N/A | | | | |
| Charles River Project | 5 | 6 | | | | | | | | | |
| Components in Architecture | | 2 | | | | | | | | | |
| Computer Program | 1 | | | | | | | | | | |
| Cultural Education | | 3 | | | | | | | | | |
| Cultural Understanding thru Performing Arts | | | | | | | | | | | |
| Dance Workshop | | 2 | 2 | 2 | 120 | 2 | 320 | 2 | 320 | 2 | 100 |
| Days in the Arts | 3 | 3 | | | | 5 | 400 | 5 | 303 | 4** | 319 |
| Developing Chinese Am. Resources Phase I | 3 | | | | | | | | | | |
| Discovering Our Heritage | | | | | | | | | | | |
| English High School Proposal | 1 | | | | | | | 1 | 30 | | |
| Environmental Education Program | | | 1 | | | | | | | | |
| Ethnic Curriculum | 10 | | | | | | | | | | |

* Information was not available for the number of students participating in Magnet Education Programs in Fiscal Years 1975, 1976, and 1977.
** Includes school districts that are not in Boston SMSA. (Boston Archdiocese was also included as a separate district.)
***Total number of students for all EdCo Metropolitan Programs in Fiscal Years 1980 and 1981 was 2000.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Mass. Dept. of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV-111

NUMBER OF SCHOOL DISTRICTS AND STUDENTS PARTICIPATING IN MAGNET EDUCATION PROGRAMS IN BOSTON SMSA: 1975-76 TO 1981-82

| Magnet Education Program | 1975 | 1976 | 1977 | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Districts | # of Districts | # of Districts | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students |
| Flexible Admissions Program | | 7 | | | | | | | | | |
| Global Adventure | | | | 2 | 105 | | | | | | |
| Global Classrooms | | | | | | 2 | 105 | 18** | *** | 23** | *** |
| Graphic Arts Program | | | 1 | | | | | | | | |
| Harbor Environments | | | | 1 | 60 | 1 | 90 | | | | |
| Holyoke Enrichment Program | | | | | | 1** | 287 | 2** | 440 | | |
| Integrating Arts & Basics | | | | | | | | 1** | 43 | 1** | 43 |
| Investigating Educational Models | 1 | | | | | | | | | | |
| La Buena Herencia I | | | 1 | 1 | 100 | 1 | 160 | 1 | 80 | 1 | 160 |
| La Buena Herencia II | | | | | | | | 1 | 80 | | |
| A Language to Share | | | | | | 1** | 74 | 1** | 147 | 1** | 226 |
| Lawrence Today & Lawrence Tomorrow | | | | | | | | | | 1** | 44 |
| Learning about Boston | | | | | | | | | | | |

* Information was not available for the number of students participating in Magnet Education Programs in Fiscal Years 1975, 1976, and 1977.
** Includes school districts that are not in Boston SMSA. (Boston Archdiocese was also included as a separate district.)
***Total number of students for all EdCo Metropolitan Programs in Fiscal Years 1980 and 1981 was 2000.
Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Mass. Dept. of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV-III

NUMBER OF SCHOOL DISTRICTS AND STUDENTS PARTICIPATING IN MAGNET EDUCATION PROGRAMS IN BOSTON SMSA: 1975-76 TO 1981-82

| Magnet Education Program | 1975 | 1976 | 1977 | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Districts | # of Districts | # of Districts | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students |
| Learning Alternatives: Dance & Movement | | | | | | | | | | | |
| Learning BY Doing - Ponkapoag | | | | | | 2 | 60 | | | 2 | 60 |
| Madison Park Media Magnet | | | | | | | | | | | |
| Magnet School Development | | | | | | 11** | 150-200 | | | | |
| Math | | | | | | 1** | N/A | | | | |
| Media/Arts | | | | | | | | | | | |
| Metropalrways | | | | | | | | 18** | *** | 23** | *** |
| Metropathways | | | | | | | | | | | |
| Metropolitan Annex Program | | | | | | 14 | 415 | 18*** | *** | 23** | *** |
| Metropolitan Cultural Alliance | | | | | | | | | | | |
| Metropolitan Ethnic Heritage Center Project | | | | | | | | | | | |
| Metropolitan High School | | | | | | | | | | | |
| Metropolitan Leader-ship Development Camp | | | | | | | | | | | |

* Information was not available for the number of students participating in Magnet Education Programs in Fiscal Years 1975, 1976, and 1977.
** Includes school districts that are not in Boston SMSA. (Boston Archdiocese was also included as a separate district.)
***Total number of students for all EdCo Metropolitan Programs in Fiscal Years 1980 and 1981 was 2000.
Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Mass. Dept. of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV-111

NUMBER OF SCHOOL DISTRICTS AND STUDENTS PARTICIPATING IN MAGNET EDUCATION PROGRAMS IN BOSTON SMSA: 1975-76 TO 1981-82

| Magnet Education Program | 1975 | 1976 | 1977 | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Districts | # of Districts | # of Districts | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students |
| The Moving Game | | | | | | | | | | | |
| Multicultural Education Program | | | | | | 1 | 1,031 | 1 | 1,055 | 1 | 869 |
| Nashoba Valley Project | | | | | | | | 18** | *** | | |
| Neighborhood Histories | | | | | | | | | | 2 | 45 |
| Outdoor Discovery | | | | | | 2 | 50 | | | | |
| Pictures of You & Me | | | | | | | | | | | |
| Political Discovery | | | | | | 11** | 440 | 18** | *** | 23** | *** |
| Project Focus | | | | | | | | | | 1** | 52 |
| Project Four Worlds | | | | | | | | 2 | 57 | 2 | 50 |
| Project Interloc II | | | | | | 2** | 114 | | | | |
| Project Isle I | | | | | | 2 | 90 | 2 | 180 | | |
| Project Isle II | | | | | | 2 | 90 | 2 | 200 | | |
| Project Interloc III | | | | | | | | 1** | 50 | 1** | 50 |

* Information was not available for the number of students participating in Magnet Education Programs in Fiscal Years 1975, 1976, and 1977.
** Includes school districts that are not in Boston SMSA. (Boston Archdiocese was also included as a separate district.)
***Total number of students for all EdCo Metropolitan Programs in Fiscal Years 1980 and 1981 was 2000.
Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Mass. Dept. of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV- III

NUMBER OF SCHOOL DISTRICTS AND STUDENTS PARTICIPATING IN MAGNET EDUCATION PROGRAMS IN BOSTON SMSA: 1975-76 TO 1981-82

| Magnet Education Program | 1975 | 1976 | 1977 | 1978 | | 1979 | | 1980 | | 1981 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | # of Districts | # of Districts | # of Districts | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students | # of Districts | # of Students |
| Project SEP | | | | | | | | | | | |
| Project Starburst | | | | | | 1* | 735 | | | | |
| Project Teach | | | | | | 1 | 640 | | | | |
| Reading Resources Ctr. | | | | | | | | 1** | 50 | 1** | 50 |
| Saturday Studio | | | | | | | | | | | |
| The Sound & Story of Jazz | | | | | | | | | | | |
| Studies in the Life Sciences | | | | | | | | | | | |
| Talented & Gifted | | | | | | | | | | | |
| TAG Magnet Resource Program | | | | | | | | 2** | 180 | 1** | 121 |
| Theatre from Around the Corner & World | | | | | | 1* | 120 | | | | |
| Theatre Together | | | | | | 3 | 60 | 2 | 50 | 2 | 50 |
| Thompson's Island Education Center | | | | | | | | | | | |
| Timelines | | | | | | | | | | | |

* Information was not available for the number of students participating in Magnet Education Programs in Fiscal Years 1975, 1976, and 1977.
** Includes school districts that are not in Boston SMSA. (Boston Archdiocese was also included as a separate district.)
***Total number of students for all EdCo Metropolitan Programs in Fiscal Years 1980 and 1981 was 2000.
Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Mass. Dept. of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV-111

NUMBER OF SCHOOL DISTRICTS AND STUDENTS PARTICIPATING IN MAGNET EDUCATION PROGRAMS IN BOSTON SMSA: 1975-76 TO 1981-82

| Magnet Education Program | 1975 # of Districts | 1976 # of Districts | 1977 # of Districts | 1978 # of Districts | 1978 # of Students | 1979 # of Districts | 1979 # of Students | 1980 # of Districts | 1980 # of Students | 1981 # of Districts | 1981 # of Students |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Tossed Salad | | | | | | | | | | | |
| Tribal Rhythms Arts Approach | | | | | | | | 1 | 50 | | |
| Urban Boston-Rural Wilbraham: Tech. of Photojournalism | | | | | | | | | | | |
| Urban Discovery Prog. | | | | | | | | 2** | 30 | | |
| Wildlife Education | | | | | | | | | | | |
| Wildlife: Past & Present | | | | | | | | | | | |
| World of Water | | | | | | | | | | | |
| | | | | | | 2 | 60 | | | | |
| | | | | | | | | | | | |
| TOTALS | | 29 | 14 | 13 | | 80 | | 135 | | 124 | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

* Information was not available for the number of students participating in Magnet Education Programs in Fiscal Years 1975, 1976, and 1977.
** Includes school districts that are not in Boston SMSA. (Boston Archdiocese was also included as a separate district.)
***Total number of students for all EdCo Metropolitan Programs in Fiscal Years 1980 and 1981 was 2000.
Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Mass. Dept. of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

Curriculum Themes

Metropolitan Planning Project had tested 16 innovative curriculum utilizing the collaborative method. By 1981 over 100 collaborative programs had been funced through MEP's. There was a growth in the number of school districts participating as well as in student enrollment from the districts.

A typology of six curriculum themes from the MEP's can be identified:

- Exploring the city as an urban experience
  1) government/political institutions
  2) cultural institutions
  3) ethnic groups and neighborhoods
  4) identifying roots
- Utilizing cultural institutions and its resources
- Focusing on the environment energy, transportation, land use and gardening
- Intensive use of the outdoor/athletic experiences
- Multicultural, multi-ethnic focus including specific curriculum development in global education
- High technology and graphic arts

Figure IV-One

These themes are joined in the 105 programs although emphasized differently. (Table IV-IV and IV-V) The most successful include:

The American Experiences Program
American Roots I & II
Charles River Project
Days in the Arts
Ethnic City
Environmental Education
Learning by Doing
Global Classrooms
Learning About Boston
Media/Arts
Metropathways
Moving Game
Multicultural Education Program
Nashoba Valley Program
Political Discovery
Theatre from Around the Corner and the World
World of Water

These magnet education programs illustrate the themes which have been identified. Three major educational elements have been built into each MEP: an emphasis on basic skills, a focus on career awareness education, and post-secondary opportunities. Infused throughout these 105 programs and indeed, a deliberate focus of several is a sense of the underlying affective values -- learning about and valuing differences among fellow students. As discussed earlier, those programs which employ small, active, balanced groups, in which all levels of skills and cognitive knowledge are valued, with intensive experience for these groups and which include curriculum material dealing with racial and ethnic issues, will be most successful in their impact on students values and behavior.

These programs are both reflective of the original MPP design of learning environment models and have moved beyond that initiative. Each of the six themes identified were present in the sixteen curriculum options. The education elements were a part of the guidelines then all are presently part of the MEP funding process.

Summary

This chapter addresses the issue of the impact of MPP since the publication of its plan in 1974. It measures that impact by whether the MPP plan directly or indirectly influenced the reduction and/or elimination of minority group student isolation through meeting two objectives:

1. open access of students to each other through the educational programs which were created directly or indirectly as a result of the plan;
2. the innovative curriculum which was developed which enhanced the "magnetic" quality of the learning environment.

Previewing the Boston area educational programs with their genesis in METROPATHWAYS and METROPAIRWAYS, it is evident that the MEP's have successfully provided open access to both minority and non-minority students alike - it is of itself a collaboration among two of more schools which are significantly different in the racial/ethnic student composition and may be joined by other institutions or programs at either schools or "third sites". The geographic pattern of the location of the MEP's shows a clustering between the western and northern suburbs whose school population is predominantly white and Boston whose school population has a substantion number of minority students. In fact, most of all the minority students in the SMSA, live in Boston. Due to these MEP's access to each other has begun to be achieved.

The curriculum and programs developed through the mechanism of collaborative MEP's emanate from the original "Design of Learning Environment" projects sponsored by MEP and were incorporated in part into the programs. The curriculum themes and their underlying cognative and affective values provides a powerful "pull" to a diverse student body. The purpose of reducing minority student isolation joined with six curriculum themes to successfully develop a significant learning process for the student of the Boston Metropolitan area.

Figure IV - 2e

TYPOLOGY

CURRICULUM THEMES EMERGING FROM THE MAGNET EDUCATION PROGRAM BETWEEN 1975-81

I. EXPLORING THE CITY AS AN URBAN EDUCATION EXPERIENCE
- --Govermental/political institutions
- --Cultural institutions
- --Ethnic groups and neighborhoods

II. UTILIZING CULTURAL INSTITUTIONS AND ITS RESOURCES
- --Basic and developmental skills
- --Understanding the Arts
- --Discovering own heritage

III. FOCUSING ON THE ENVIRONMENT
- --Energy
- --Transportation
- --Land Use
- --Gardening
- --Oceanagraphic and Adqua-cultural

IV. INTENSIVE USE OF THE OUTDOORS/ATHLETIC EXPERIENCES
- --Human Development
- --Leadership skills

V. CREATING A MULTI-CULTURAL, MULTI-ETHNIC FOCUS
- --Identifying ethnic and racial roots
- --Developing an understanding of global education

VI. HIGH TECHNOLOGY AND GRAPHIC ARTS
- --Career Education
- --Photo Journalism

Source: Table IV-V - Magnet Education Programs with School Districts and Agencies Participating in Boston SMSA: 1975-76 to 1981-82.

TABLE IV -1V

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| AMERICAN EXPERIENCE PROGRAMS | | Boston<br>Watertown | Medford<br>Newton<br>Randolph<br>Watertown<br>Lincoln-Sudbury<br><br>Concert Dance<br>Museum of Afro-American History<br>Museum of Fine Arts<br>Museum of Transportation<br>Pocket Mime<br>Stage One<br>Theatre Workshop | Boston<br>Medford<br>Newton | Boston<br>Medford<br>Newton<br>Watertown | Arlington<br>Belmont<br>Boston<br>Cambridge<br>Cohasset<br>Concord<br>Lexington<br>Lincoln<br>Medford<br>Newton<br>Reading<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Boston Archdiocese<br>Dana Hall<br>Milton Academy<br>Mt. Alvernia | Arlington<br>Bedford<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Danvers<br>Lexington<br>Medford<br>Needham<br>Newton<br>Reading<br>Revere<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Weymouth<br>Lincoln-Sudbury<br>Boston Archdiocese |
| AMERICAN ROOTS I | | | | | Boston<br>Randolph<br>Winchester | Boston<br>Winchester | Boston<br>Winchester |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.



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- TABLE IV - IV -

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| AMERICAN ROOTS II | | | | | | Boston<br>Lexington | Boston<br>Lexington |
| ANIMALS | | Boston<br>Burlington | Boston<br>Burlington | Boston<br>Burlington<br>Randolph | | | |
| ANOTHER COURSE TO COLLEGE | Boston | Boston | Boston | | | | |
| AROUND THE CORNER | | | | | | | Cambridge |
| ARTS & ANIMALS | | Burlington | Boston<br>Stoneham -<br>Boston Zoological Society | Boston<br>Stoneham | Boston<br>Randolph<br>Stoneham | Boston<br>Randolph<br>Stoneham | |
| BOOKS FROM MY HEAD I & II | | Boston<br>Stoneham | Boston<br>Randolph<br>Stoneham - Dorcher House | Boston<br>Randolph | Boston<br>Randolph | Boston<br>Randolph | Boston<br>Randolph |

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Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| BOSTON TODAY | | | Boston English High School | | | | |
| BRIDGING THE GAP | | | | | | Boston<br>Framingham | |
| CENTERBRIDGE | Boston<br>Hull<br>Marshfield<br>Quincy<br>Weymouth | | | | | | |
| CHARLES RIVER PROJECT | Boston<br>Lexington<br>Newton<br>Watertown<br>Wellesley | Boston<br>Lexington<br>Medford<br>Newton<br>Waltham<br>Watertown | | | | | |
| COMPONENTS IN ARCHITECTURE | | Boston<br>Brookline | | | | | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| COMPUTER PROGRAM | Sudbury | | | | | | |
| CULTURAL EDUCATION | | Randolph<br>Stoneham<br>Watertown | | | | | |
| CULTURAL UNDERSTANDING THROUGH THE PERFORM-ANCE | | | | | | Boston<br>Lexington | |
| DANCE WORKSHOP | | Boston<br>Randolph | Boston<br>Randolph | Boston<br>Randolph | Boston<br>Randolph | Arlington<br>Boston | Boston<br>Randolph |
| DAYS IN THE ARTS | Boston<br>Brookline<br>Newton | Boston<br>Brookline<br>Newton | | | Boston<br>Brookline<br>Cambridge<br>Newton<br>Topsfield | Boston<br>Cambridge<br>Needham<br>Newton<br>Topsfield | Boston<br>Cambridge<br>Needham |
| DEVELOPING CHINESE AMERICAN RESOURCES - PHASE I | Boston<br>Cambridge<br>Watertown | | | | | | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.



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TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-1982

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| DISCOVERING OUR HERITAGE | | | | | | Lexington | |
| ENGLISH HIGH SCHOOL PROPOSAL | Boston | | | | | | |
| ENVIRONMENTAL EDUCATION PROGRAM | | | Boston<br>Ponkapoag Outdoor Center | | | | |
| ETHNIC CURRICULUM | Belmont<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Lexington<br>Medfield<br>Newton<br>Waltham<br>Watertown | | | | | | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.



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TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| FLEXIBLE ADMISSIONS PROGRAM | | Boston<br>Cambridge<br>Malden<br>Quincy<br>Revere<br>Somerville<br>Watertown | | | | | |
| GLOBAL ADVENTURE | | | | Boston<br>Newton | | | |
| GLOBAL CLASSROOMS | | | | | Boston<br>Newton | Arlington<br>Belmont<br>Boston<br>Cambridge<br>Cohasset<br>Concord<br>Lexington<br>Lincoln<br>Medford<br>Newton<br>Reading<br>Somerville<br>Waltham (con't | Arlington<br>Bedford<br>Boston -<br>Archdiocese<br>Brookline<br>Cambridge<br>Cohasset<br>Danvers<br>Lexington<br>Medford<br>Needham<br>Newton<br>Reading (con't) |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| LA BUENA HERENCIA I & II (con't.) | | Madison Park High School | | | | | |
| LEARNING ABOUT BOSTON | | Bedford<br>Boston<br>Brookline<br>Cambridge<br>Lexington<br>Medford<br>Newton<br>Sudbury<br>Waltham<br>Watertown<br>Lincoln-Sudbury | Bedford<br>Boston<br>Brookline<br>Cambridge<br>Lexington<br>Medford<br>Waltham<br>Lincoln-Sudbury<br>Concerned Citizens for Elder Affairs<br>EDCO<br>Project Adventure | Boston | | | |
| LEARNING ALTERNATIVES: DANCE & MOVEMENT | | | Boston | Arlington<br>Boston | Boston<br>Randolph | | Boston<br>Sharon |
| LEARNING BY DOING-PORKAPOAG | | Arlington<br>Boston | | | | | |

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Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV-IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| MADISON PARK MEDIA MAGNET | | | | | Boston<br>Brookline<br>Cambridge<br>Lexington<br>Medford<br>Newton<br>Waltham<br>Watertown<br>Lincoln-Sudbury | | |
| MATH | Boston<br>Needham | | | | | | |
| MEDIA/ARTS | | | | | | Arlington<br>Belmont<br>Boston<br>Cambridge<br>Cohasset<br>Concord<br>Lexington<br>Lincoln<br>Medford<br>Newton<br>(con't.) | Arlington<br>Bedford<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Danvers<br>Lexington<br>Medford<br>Needham<br>(con't.) |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-1976 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| MEDIA/ARTS (con't.) | | | | | | Reading<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Boston Archdiocese | Newton<br>Reading<br>Revere<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Weymouth<br>Lincoln-Sudbury<br>Boston - Archdiocese<br>Dana Hall Milton Academy Mt. Alvernia |
| METROPAIRWAYS | | Boston<br>Brookline<br>Burlington<br>Framingham<br>Needham<br>Newton<br>Stoneham<br>Wellesley | Arlington<br>Boston<br>Burlington<br>Needham<br>Wellesley<br>Metropolitan Planning Project | | | | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| METROPATHWAYS | Belmont<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Lexington<br>Lincoln<br>Medfield<br>Medford<br>Newton<br>Reading<br>Sudbury<br>Waltham<br>Watertown | Belmont<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Framingham<br>Lexington<br>Marblehead<br>Medfield<br>Needham<br>Newton<br>Peabody<br>Stoneham<br>Waltham<br>Wellesley<br>Wilmington | Boston<br>Brookline<br>Cambridge<br>Lexington<br>Medford<br>Newton<br>Waltham<br>Watertown<br>Wellesley | Arlington<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Lexington<br>Medfield<br>Medford<br>Needham<br>Newton<br>Reading<br>Waltham<br>Watertown<br>Wellesley | Arlington<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Lexington<br>Medford<br>Needham<br>Newton<br>Reading<br>Somerville<br>Waltham<br>Watertown<br>Wellesley | Arlington<br>Belmont<br>Boston<br>Cambridge<br>Cohasset<br>Concord<br>Lexington<br>Lincoln<br>Medford<br>Newton<br>Reading<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Boston Archdiocese<br>Dana Hall Milton Academy Mt. Alvernia | Arlington<br>Bedford<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Danvers<br>Lexington<br>Medford<br>Needham<br>Newton<br>Reading<br>Revere<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Weymouth<br>Lincoln-Sudbury<br>Boston Archdiocese |
| METROPOLITAN ANNEX PROGRAM | Boston<br>Lexington | Bedford<br>Boston<br>Lexington | Lexington | | | | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| METROPOLITAN CULTURAL ALLIANCE | Boston<br>Burlington<br>Randolph<br>Stoneham<br>Waltham<br>Watertown | | | | | | |
| METROPOLITAN ETHNIC HERITAGE RESOURCE CENTER PROJECT | | Boston<br>Brookline<br>Framingham<br>Peabody | | Southeast & Greater Boston Region | | | |
| METROPOLITAN HIGH SCHOOL | Boston | Boston | | | | | |
| METROPOLITAN LEADERSHIP DEVELOPMENT CAMP | Boston | | | | | | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| THE MOVING GAME | | Boston<br>Burlington<br>Randolph | Boston<br>Randolph<br>Museum of Transportation | | | | |
| MULTICULTURAL EDUCATION PROGRAM | | Boston<br>Cambridge | Boston<br>Cambridge<br>Watertown<br>Black Heritage Trail<br>Museum of Afro-American History<br>Portuguese Youth Cultural Organization<br>Trans. Bilingual Ed. Dept. | Cambridge | Medford | Medford | Medford |
| NASHOBA VALLEY PROJECT | | | | Boston | | Arlington<br>Belmont<br>Boston<br>Cambridge<br>Cohasset (con't) | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| NASHOBA VALLEY PROJECT (con't.) | | | | | | Concord<br>Lexington<br>Lincoln<br>Medford<br>Newton<br>Reading<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Boston Archdiocese<br>Dana Hall Milton Academy Mt. Alvernia | |
| NEIGHBORHOOD HISTORIES | | | | | | | Boston<br>Randolph |
| OUTDOOR DISCOVERY | | Boston<br>Needham | Boston<br>Needham | Boston | Boston<br>Needham | | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

## TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| PICTURE OF YOU & ME | | | | Boston<br>Quincy<br>Stoneham | | | |
| POLITICAL DISCOVERY | | Bedford<br>Boston<br>Cambridge<br>Lexington<br>Medford<br>Newton<br>Sudbury<br>Waltham<br>Watertown<br>Lincoln-Sudbury | Boston<br>Cambridge<br>Newton<br>Revere<br>Watertown<br>Lincoln-Sudbury | Boston<br>Cambridge<br>Lincoln<br>Medford<br>Sudbury<br>Waltham<br>Wayland | Boston<br>Stoneham<br>Sudbury<br>Waltham<br>Watertown<br>Wayland<br>Lincoln-Sudbury | Arlington<br>Belmont<br>Boston<br>Cambridge<br>Cohasset<br>Concord<br>Lexington<br>Lincoln<br>Medford<br>Newton<br>Reading<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Boston Archdiocese<br>Dana Hall Milton Academy Mt. Alvernia | Arlington<br>Bedford<br>Boston<br>Brookline<br>Cambridge<br>Cohasset<br>Danvers<br>Lexington<br>Medford<br>Needham<br>Newton<br>Reading<br>Revere<br>Somerville<br>Waltham<br>Watertown<br>Wellesley<br>Weymouth<br>Boston Archdiocese<br>Lincoln-Sudbury |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV -IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| PROJECT FOUR WORLDS | | | | | | Arlington<br>Boston | Boston<br>Cambridge |
| PROJECT ISLE I | | | | | Boston<br>Burlington | Boston<br>Burlington | |
| PROJECT ISLE II | | | | | Boston<br>Burlington | Boston<br>Wayland | |
| PROJECT STARBURST | | | | | Lynn | | |
| READING RESOURCES CENTER | | | Boston | | | | |
| SATURDAY STUDIO | Brookline | | | | | | |
| THE SOUND AND STORY OF JAZZ | Boston | | | | | | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

TABLE IV - IV

MAGNET EDUCATION PROGRAMS WITH SCHOOL DISTRICTS AND AGENCIES PARTICIPATING IN BOSTON SMSA: 1975-76 to 1981-82

| Program | Participating School Districts and Agencies | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
| STUDIES IN THE LIFE SCIENCES | | | Boston | | | | |
| THEATRE FROM AROUND THE CORNER AND AROUND THE WORLD | | | | | Boston<br>Holbrook<br>Randolph | Boston<br>Lexington | Boston<br>Sharon |
| THEATRE TOGETHER | | | Boston | | | | |
| THOMPSON'S ISLAND EDUCATION CENTER | | | | Boston | | | |
| TIME LINES | | | Boston | | | | |
| TOSSED SALAD | | | | | | | |
| TRIBAL RHYTHMS ARTS APPROACH | Boston<br>Newton | | | | | Boston | |

*Included are only those school districts and agencies within the Metropolitan Planning Project Study Area.

Sources: Massachusetts Department of Education, Bureau of Educational Opportunity, Part-time Magnet Education Programs Supported by Massachusetts Department of Education, 1977-78, 1978-79, 1979-80, and 1980-81; Schools and Programs of Choice: Voluntary Desegregation in Massachusetts, 1977; "Board Packages", 1975 and 1976.

NONPUBLIC SCHOOL OR AGENCY PARTICIPATING IN MAGNET EDUCATION PROGRAMS 1975-76 to 1981-82

| Nonpublic School or Agency | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
|---|---|---|---|---|---|---|---|
| Academy Mt. Alvernia | | | | | | American Experience<br>Global Classrooms<br>Media/Arts<br>Metropathways<br>Nashoba Valley Project<br>Political Discovery | |
| Black Heritage Trail | | | Multicultural Education Program | | | | |
| Boston Center for the Arts | | | La Buenea Herencia | | | | |
| Boston Archdiocese | | | | | Madison Park Media Magnet<br>Political Discovery | American Experience<br>Global Classrooms<br>Media/Arts<br>Metropathways<br>Nashoba Valley Project<br>Political Discovery | American Experience<br>Global Classrooms<br>Media/Arts<br>Metropathways<br>Political Discovery |
| Boston Zoological Society | | | Arts & Animals | | | | |
| Concerned Citizens for Elder Affairs | | | Learning About Boston | | | | |
| Concert Dance Company | | | American Experience | | | | |

Source: Massachusetts Department of Education, Bureau of Equal Educational Opportunity

Table IV-V

NONPUBLIC SCHOOL OR AGENCY PARTICIPATING IN MAGNET EDUCATION PROGRAMS 1975-76 to 1981-82

| Nonpublic School or Agency | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
|---|---|---|---|---|---|---|---|
| Casa del Sol | | | La Buena Herencia | | | | |
| Dana Hall Milton | | | | | | American Experience<br>Global Classrooms<br>Media/Arts<br>Metropathways<br>Nashoba Valley Project<br>Political Discovery | |
| Dorchester House (Art Center) | | | Books From My Head | | | | |
| EdCo | | | Learning About Boston | | | | |
| English High School | | | Boston Today | | | | |
| Inquilanas Boricuas en Accion | | | La Buena Herencia | | | | |

Source: Massachusetts Department of Education, Bureau of Equal Educational Opportunity

Table IV - V

NONPUBLIC SCHOOL OR AGENCY PARTICIPATING IN MAGNET EDUCATION PROGRAMS 1975-76 to 1981-82

| Nonpublic School or Agency | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
|---|---|---|---|---|---|---|---|
| Madison Park High School | | | La Buena Herencia | | | | |
| Metro Planning Project | | | Metropairways | | | | |
| Museum of Afro-American History | | | American Experience Program Multicultural Program | | | | |
| Museum of Fine Arts | | | American Experience Program | | | | |
| Museum of Transportation | | | American Experience Program The Moving Game | | | | |
| New England Aquarium | | | World of Water | | | | |

Source: Massachusetts Department of Education, Bureau of Equal Educational Opportunity

TABLE IV - V

NONPUBLIC SCHOOL OR AGENCY PARTICIPATING IN MAGNET EDUCATION PROGRAMS 1975-76 to 1981-82

| Nonpublic School or Agency | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
|---|---|---|---|---|---|---|---|
| Pocket Mime | | | American Experience Program | | | | |
| Ponkapoag Outdoor Center | | | Environmental Education Program | | | | |
| Portoguese Youth Cultural Organization | | | Multicultural Education Program | | | | |
| Project Adventure | | | Learning About Boston | | | | |
| Stage One | | | American Experience Program | | | | |
| Southeast and Greater Boston Region | | | | Metro Ethnic Heritage | | | |

Source: Massachusetts Department of Education, Bureau of Equal Educational Opportunity

TABLE IV - V

NONPUBLIC SCHOOL OR AGENCY PARTICIPATING IN MAGNET EDUCATION PROGRAMS 1975-76 to 1981-82

| Nonpublic School or Agency | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 |
|---|---|---|---|---|---|---|---|
| Theatre Workshop | | | American Experience Program | | | | |
| Trans. Bilingual Education Dept. | | | Multicultural Education Program | | | | |

Source: Massachusetts Department of Education, Bureau of Equal Educational Opportunity

## CHAPTER V

## CONTEXT FOR METROPOLITAN EDUCATION

### I. Introduction

Suburbs and city are physically overlapping and interlocking; the patterns that continue now in interdistrict concerns were, to a large extent, conditioned by the early growth of the central city itself. Throughout the 19th century, Boston was a series of islands linked by bridges and causeways. Those physical barriers have now been overcome, through landfill and more bridges and tunnels, but their cultural impact is still evident. Furthermore, through population mobility patterns, several suburbs are linked to specific neighborhoods in the city -- ethnically, racially, culturally, and economically. Those links have been reinforced through transportation growth patterns which add significant justification to the 19th century image of Boston as the "hub". (1)

### Summary of Findings

If the Boston region may be viewed as a "hub", it may also be seen as contrasts between the city of Boston and its surrounding region. According to the 1970 census, of the 2,753,700 persons in the Boston SMSA, 94.5% were white, 4.6% were black, and 0.9% were classified as other non-white. Such an aggregation ignores the fact that the city of Boston had an 18.2% non-white population, while, the SMSA, not including Boston, had a 1.6% non-white population. In examining public school enrollment figures, racial isolation is even more evident. In 1973-74, with an enrollment of over 90,800, Boston had a 41.4% non-white public school population while the percentage of non-white public school enrollment for all other SMSA school districts was 3.6%. Boston had 17.5% of the SMSA public school enrollment, but was responsible for educating 71% of the non-white student body.

### Population Characteristics

The Boston Metropolitan area continues to change - growing along its fringes and declining in the center. The north shore and southern fringe communities of Marshfield, Hanover, Pembroke, Duxbury, Millis, Sherborn, Norfolk, grew more than 16% since 1970, a considerably larger rate of growth than the SMSA (Table V-I, Map V-One). Yet, the communities near the hub of the SMSA; Boston, Somerville, Watertown, and Lynn, had declining populations of more than 12% of population; 15 other nearby "inner" communities lost more than 5% (Map V-Two).
An examination of a projection of racial population for 1985 shows a continuation of these trends. Nationwide, demographic indicators point to a growth in the youngest age groups currently and in 1990 there will be a second round "baby boom". New England generally and Boston metropolitan area specifically, may share in this predicted growth (Table V-II), although a rise in population does not always correlate with a rise in public school enrollment. (Table V-III). Burlington, for example, grew almost +7% in population between 1970 and 1980 but showed a -24% decline in public school enrollment between 1973 and 1979; similarly, Marshfield, which grew almost 40% lost 6% of its public school enrollment. When there is a population decline, there is an even larger public school enrollment decline. Boston with its -12% population loss, suffered a 25% public school enrollment drop. Of the 37 school districts which rose in population in ten years, only two, Duxbury and Hamilton-Wenham also increased in public school enrollment.

(1) "Introduction" In Metropathways to Understanding (1974)

POPULATION CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-1980

| School District | 1970 | Preliminary 1980 | 1970-1980 Increase + Decrease - | 1970-1980 % Change |
|---|---|---|---|---|
| Arlington | 53576 | 48263 | - 5313 | - 9.92% |
| Ashland | 8882 | 9187 | + 305 | + 3.43 |
| Bedford | 13513 | 13062 | - 451 | - 3.34 |
| Belmont | 28342 | 26082 | - 2260 | - 7.97 |
| Beverly | 38326 | 37084 | - 1242 | - 3.24 |
| Boston | 641056 | 562582 | -78474 | -12.24 |
| Braintree | 35040 | 36243 | + 1203 | + 3.43 |
| Brookline | 58886 | 54727 | - 4159 | - 7.06 |
| Burlington | 21980 | 23493 | + 1513 | + 6.88 |
| Cambridge | 100417 | 95362 | - 5055 | - 5.03 |

Source: 1970 figures U.S. Bureau of the Census, 1970 Census of Population, General, Social and Economic Characteristics, Massachusetts, PC (1)-C23, Tables 40, 42

1980 figures U.S. Bureau of the Census, 1980 Census of Population and Housing, Preliminary Reports, Table 1

POPULATION CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-1980

| School District | 1970 | Preliminary 1980 | 1970-1980 Increase + Decrease - | 1970-1980 % Change |
|---|---|---|---|---|
| Canton | 17100 | 18143 | + 1043 | + 6.10% |
| Chelsea | 30639 | 25420 | - 5219 | -17.03 |
| Cohasset | 6961 | 7170 | + 209 | + 3.00 |
| Concord | 16148 | 16295 | + 147 | + .91 |
| Danvers | 26231 | 24069 | - 2162 | - 8.24 |
| Dedham | 26955 | 25121 | - 1834 | - 6.80 |
| Dover | 4529 | 4698 | + 169 | + 3.73 |
| Duxbury | 7636 | 11808 | + 4172 | +54.64 |
| Everett | 42500 | 37121 | - 5379 | -12.66 |
| Framingham | 64048 | 65223 | + 1175 | + 1.83 |

Source: 1970 figures U.S. Bureau of the Census, 1970 Census of Population, General, Social and Economic Characteristics, Massachusetts, PC (1)-C23, Tables 40, 42
1980 figures U.S. Bureau of the Census, 1980 Census of Population and Housing, Preliminary Reports, Table 1.

TAI V-1

POPULATION CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-1980

| School District | 1970 | Preliminary 1980 | 1970-1980 Increase + Decrease - | 1970-1930 % Change |
|---|---|---|---|---|
| Hamilton | 6373 | 6898 | + 525 | + 8.24% |
| Hanover | 10107 | 11364 | +1257 | +12.44 |
| Hingham | 18803 | 20292 | +1489 | + 7.92 |
| Holbrook | 11775 | 11129 | - 646 | - 5.49 |
| Hull | 9968 | 9735 | - 233 | - 2.34 |
| Lexington | 31890 | 29550 | -2340 | - 7.34 |
| Lincoln | 7567 | 7102 | - 465 | - 6.15 |
| Lynn | 90289 | 78299 | -11990 | -13.28 |
| Lynnfield | 10861 | 11248 | + 387 | + 3.56 |
| Malden | 56127 | 53431 | -2696 | - 4.80 |

Source: 1970 figures U.S. Bureau of the Census, 1970 Census of Population, General, Social and Economic Characteristics, Massachusetts, PC (1)-C23, Tables 40, 42.

1980 figures U.S. Bureau of the Census, 1980 Census of Population and Housing, Preliminary Reports, Table !.

POPULATION CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-1980

| School District | 1970 | Preliminary 1980 | 1970-1980 Increase + Decrease - | 1970-1980 % Change |
|---|---|---|---|---|
| Manchester | 5151 | 5442 | + 291 | + 5.65% |
| Marblehead | 21295 | 20085 | -1210 | - 5.68 |
| Marshfield | 15223 | 20944 | +5721 | +37.58 |
| Medfield | 9821 | 10207 | + 386 | + 3.93 |
| Medford | 64389 | 58303 | -6086 | - 9.45 |
| Melrose | 33222 | 29926 | -3296 | - 9.92 |
| Middleton | 4044 | 4161 | + 117 | + 2.89 |
| Millis | 5765 | 6900 | +1135 | +19.69 |
| Milton | 27190 | 25863 | -1327 | - 4.88 |
| Nahant | 4109 | 3895 | - 214 | - 5.21 |

Source: 1970 figures U.S. Bureau of the Census, 1970 Census of Population, General, Social and Economic Characteristics, Massachusetts, PC (1)-C23, Tables 40, 42.

1980 figures U.S. Bureau of the Census, 1980 Census of Population and Housing, Preliminary Reports, Table 1.

TABLE V-1

POPULATION CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-1980

| School District | 1970 | Preliminary 1980 | 1970-1980 Increase + Decrease - | 1970-1980 % Change |
|---|---|---|---|---|
| Natick | 31095 | 29422 | -1673 | - 5.38% |
| Needham | 29676 | 27847 | -1829 | - 6.16 |
| Newton | 91051 | 83586 | -7465 | - 8.20 |
| Norfolk | 4656 | 6337 | +1681 | +36.10 |
| No. Reading | 11264 | 11447 | + 183 | + 1.62 |
| Norwell | 7796 | 9161 | +1365 | +17.51 |
| Norwood | 30867 | 29419 | -1448 | - 4.69 |
| Peabody | 48080 | 45760 | -2320 | - 4.83 |
| Pembroke | 11193 | 13453 | +2260 | +20.19 |
| Quincy | 87966 | 84068 | -3898 | - 4.43 |

Source: 1970 figures U.S. Bureau of the Census, 1970 Census of Population, General, Social and Economic Characteristics, Massachusetts, PC (1)-C23, Tables 40, 42.

1980 figures U.S. Bureau of the Census, 1980 Census of Population and Housing, Preliminary Reports, Table 1.

## POPULATION CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-1980

| School District | 1970 | Preliminary 1980 | 1970-1980 Increase + Decrease - | 1970-1980 % Change |
|---|---|---|---|---|
| Randolph | 27035 | 28278 | +1243 | + 4.60 % |
| Reading | 22539 | 22710 | + 171 | + .76 |
| Revere | 43159 | 42342 | - 817 | - 1.89 |
| Rockland | 15751 | 15655 | - 96 | - .61 |
| Salem | 40543 | 38299 | -2244 | - 5.53 |
| Saugus | 25123 | 24664 | - 459 | - 1.83 |
| Scituate | 16973 | 17316 | + 343 | + 2.02 |
| Sharon | 12367 | 13593 | +1226 | + 9.91 |
| Sherborn | 3260 | 4056 | + 796 | +24.42 |
| Somerville | 88732 | 77393 | -11339 | -12.78 |

Source: 1970 figures U.S. Bureau of the Census, 1970 Census of Population, General, Social and Economic Characteristics, Massachusetts, PC (1)-C23, Tables 40, 42.

1980 figures U.S. Bureau of the Census, 1980 Census of Population and Housing, Preliminary Reports, Table 1.

## POPULATION CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-1980

| School District | 1970 | Preliminary 1980 | 1970-1980 Increase + Decrease - | 1970-1980 % Change |
|---|---|---|---|---|
| Stoneham | 20713 | 21419 | + 706 | + 3.41% |
| Sudbury | 13506 | 14030 | + 524 | + 3.88 |
| Swampscott | 13583 | 13877 | + 294 | + 2.16 |
| Topsfield | 5225 | 5721 | + 496 | + 9.49 |
| Wakefield | 25402 | 24871 | - 531 | - 2.09 |
| Walpole | 18149 | 18827 | + 678 | + 3.74 |
| Waltham | 61582 | 58298 | -3284 | - 5.32 |
| Watertown | 39295 | 34399 | -4896 | -12.46 |
| Wayland | 13456 | 12196 | -1260 | - 9.36 |
| Wellesley | 28073 | 27068 | -1005 | - 3.58 |

Source: 1970 figures U.S. Bureau of the Census, 1970 Census of Population, General, Social and Economic Characteristics, Massachusetts, PC (1)-C23, Tables 40, 42.

1980 figures U.S. Bureau of the Census, 1980 Census of Population and Housing, Preliminary Reports, Table 1.

## POPULATION CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-1980

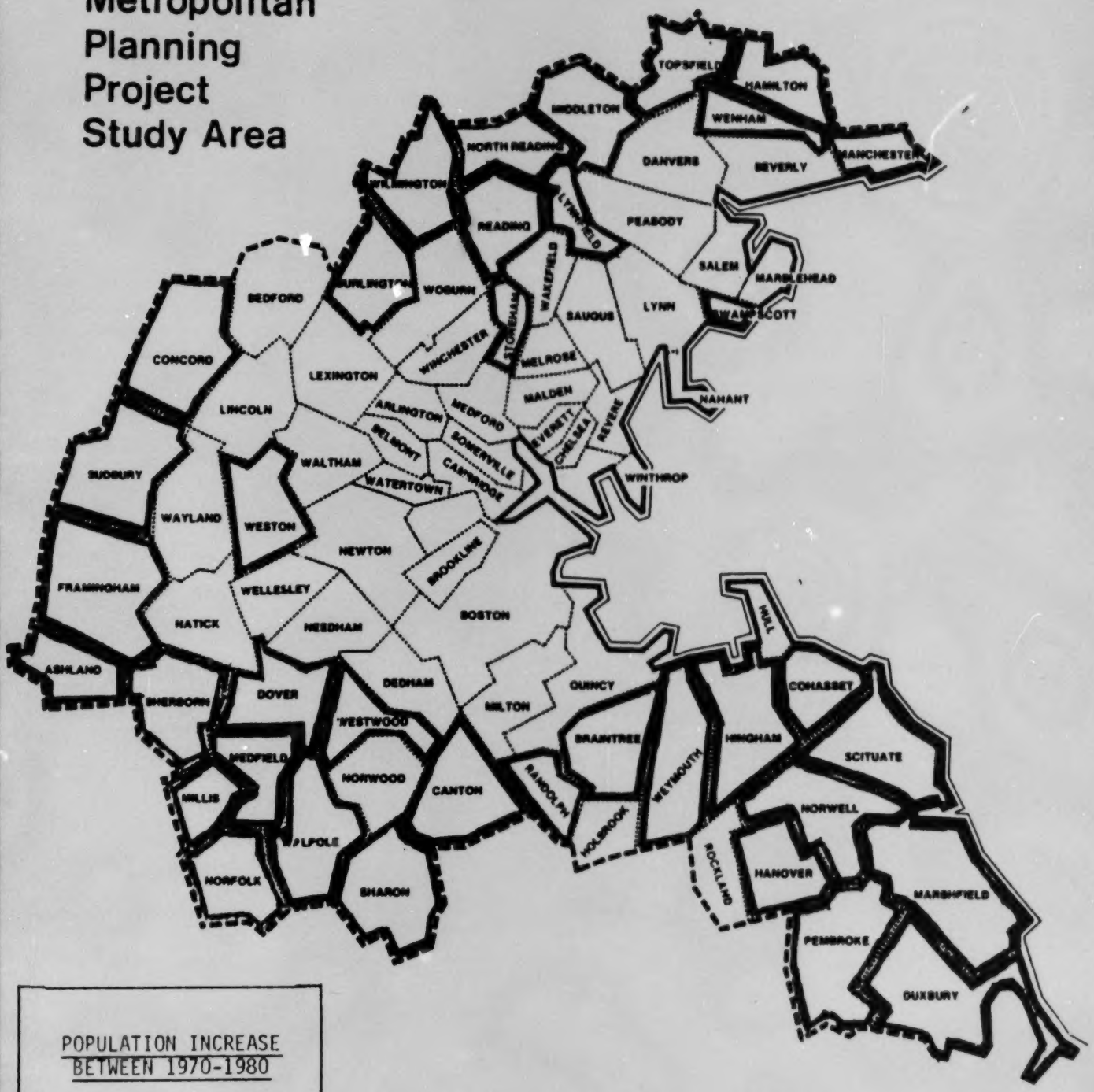
| School District | 1970 | Preliminary 1980 | 1970-1980 Increase + Decrease - | 1970-1980 % Change |
|---|---|---|---|---|
| Wenham | 3769 | 3887 | + 118 | + 3.13% |
| Weston | 10886 | 11175 | + 289 | + 2.65 |
| Westwood | 12746 | 13162 | + 416 | + 3.26 |
| Weymouth | 54575 | 55366 | + 791 | + 1.45 |
| Wilmington | 17107 | 17495 | + 388 | + 2.27 |
| Winchester | 22136 | 20694 | -1442 | - 6.51 |
| Winthrop | 20335 | 19307 | -1028 | - 5.06 |
| Woburn | 37406 | 36533 | - 873 | - 2.75 |
| | | | | |
| | | | | |

Source: 1970 figures U.S. Bureau of the Census, 1970 Census of Population, General, Social and Economic Characteristics, Massachusetts, PC (1)-C23, Tables 40, 42.

1980 figures U.S. Bureau of the Census, 1980 Census of Population and Housing, Preliminary Reports, Table 1.

MAP V-ONE

# Metropolitan Planning Project Study Area




POPULATION INCREASE
BETWEEN 1970-1980

| | |
|---|---|
| 0.0% - 4.9% | |
| 5.0% - 9.9% | |
| 10.0% - 15.9% | |
| 16.0% + | |

TABLE V-11

PROJECTED POPULATION IN BOSTON SMSA SCHOOL DISTRICTS BY AGE COHORT: 1985

| School District | Projected Total Population | Age: 0 - 14 | | Age: 15 - 44 | | Age: 45 - 64 | | Age: 65 + | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | Male | Female | Male | Female | Male | Female |
| Arlington | 47,120 | 4,050 | 4,010 | 10,370 | 10,920 | 4,620 | 5,890 | 2,690 | 4,670 |
| Ashland | 9,810 | 1,200 | 1,200 | 2,400 | 2,530 | 860 | 890 | 310 | 420 |
| Bedford | 13,940 | 1,730 | 1,640 | 3,650 | 3,430 | 1,410 | 1,020 | 600 | 460 |
| Belmont | 25,800 | 2,010 | 2,040 | 5,240 | 5,650 | 2,660 | 3,530 | 1,810 | 2,860 |
| Beverly | 34,900 | 3,700 | 3,520 | 7,750 | 9,110 | 3,210 | 3,700 | 1,470 | 2,440 |
| Boston | 628,000 | 53,380 | 52,120 | 148,840 | 169,560 | 52,120 | 65,310 | 32,660 | 54,010 |
| Braintree | 42,190 | 4,680 | 4,640 | 9,160 | 9,580 | 4,640 | 4,890 | 1,690 | 2,910 |
| Brookline | 44,300 | 2,220 | 2,210 | 8,820 | 11,920 | 3,940 | 5,760 | 3,320 | 6,110 |
| Burlington | 28,000 | 4,310 | 4,170 | 7,250 | 7,420 | 1,900 | 1,820 | 480 | 650 |
| Cambridge | 106,000 | 6,040 | 5,830 | 34,770 | 30,000 | 7,000 | 9,220 | 4,450 | 8,690 |
| Canton | 20,910 | 2,610 | 2,430 | 4,850 | 5,140 | 2,010 | 2,070 | 690 | 1,110 |
| Chelsea | 16,580 | 1,480 | 1,380 | 3,950 | 3,560 | 1,720 | 2,010 | 1,140 | 1,340 |
| Cohasset | 10,830 | 1,270 | 1,160 | 2,430 | 2,540 | 1,090 | 1,160 | 480 | 700 |
| Concord | 20,000 | 2,380 | 2,180 | 5,020 | 4,700 | 1,800 | 1,920 | 720 | 1,280 |

Source: Massachusetts Department of Public Health, Office of Health Planning, Massachusetts Population Projections 1985, November 15, 1978.

TABLE V-11

PROJECTED POPULATION IN BOSTON SMSA SCHOOL DISTRICTS BY AGE COHORT: 1985

| School District | Projected Total Population | Age: 0 - 14 | | Age: 15 - 44 | | Age: 45 - 64 | | Age: 65 + | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | Male | Female | Male | Female | Male | Female |
| Danvers | 21,790 | 2,310 | 2,220 | 4,950 | 5,200 | 2,270 | 2,350 | 940 | 1,550 |
| Dedham | 26,540 | 2,920 | 2,840 | 5,870 | 6,230 | 2,760 | 3,030 | 1,110 | 1,780 |
| Dover | 5,600 | 650 | 560 | 1,220 | 1,300 | 650 | 680 | 230 | 310 |
| Everett | 34,460 | 3,140 | 3,000 | 7,720 | 8,020 | 3,450 | 4,310 | 1,930 | 2,890 |
| Framingham | 68,000 | 7,410 | 7,210 | 16,520 | 18,760 | 5,580 | 6,120 | 2,180 | 4,220 |
| Hamilton | 7,750 | 900 | 870 | 1,740 | 1,880 | 790 | 810 | 310 | 450 |
| Hanover | 11,000 | 1,520 | 1,480 | 2,770 | 2,850 | 840 | 840 | 300 | 400 |
| Hingham | 20,900 | 2,550 | 2,470 | 4,770 | 4,930 | 2,010 | 2,170 | 730 | 1,270 |
| Holbrook | 12,050 | 1,580 | 1,470 | 2,890 | 3,060 | 1,050 | 1,100 | 360 | 540 |
| Hull | 11,700 | 1,500 | 1,310 | 2,800 | 2,780 | 1,110 | 1,180 | 420 | 600 |
| Lexington | 38,990 | 4,560 | 4,210 | 8,810 | 9,440 | 4,130 | 4,290 | 1,370 | 2,180 |
| Lincoln | 7,270 | 940 | 920 | 2,020 | 1,780 | 680 | 600 | 150 | 230 |
| Lynn | 71,190 | 6,740 | 6,480 | 16,610 | 17,100 | 6,540 | 7,990 | 3,750 | 5,980 |
| Lynnfield | 16,630 | 1,910 | 1,800 | 3,600 | 3,900 | 2,100 | 2,050 | 570 | 700 |

Source: Massachusetts Department of Public Health, Office of Health Planning, Massachusetts Population Projections 1985, November 15, 1978.

TABLE V-11

PROJECTED POPULATION IN BOSTON SMSA SCHOOL DISTRICTS BY AGE COHORT: 1985

| School District | Projected Total Population | Age: 0 - 14 | | Age: 15 - 44 | | Age: 45 - 64 | | Age: 65 + | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | Male | Female | Male | Female | Male | Female |
| Malden | 54,890 | 5,050 | 4,830 | 11,750 | 12,790 | 5,430 | 6,640 | 3,130 | 5,270 |
| Manchester | 6,720 | 750 | 770 | 1,540 | 1,600 | 630 | 650 | 280 | 500 |
| Marblehead | 22,570 | 2,210 | 2,030 | 4,940 | 5,330 | 2,390 | 2,620 | 1,110 | 1,940 |
| Marshfield | 26,000 | 3,640 | 3,410 | 6,270 | 6,620 | 1,920 | 2,030 | 910 | 1,200 |
| Medfield | 10,800 | 1,330 | 1,290 | 2,570 | 2,760 | 970 | 990 | 330 | 560 |
| Medford | 54,050 | 4,860 | 4,760 | 12,430 | 12,270 | 5,350 | 6,590 | 2,980 | 4,810 |
| Melrose | 32,590 | 3,320 | 3,230 | 6,910 | 7,630 | 3,160 | 3,680 | 1,630 | 3,030 |
| Middleton | 3,940 | 420 | 430 | 830 | 890 | 420 | 450 | 170 | 330 |
| Millis | 8,200 | 1,120 | 1,030 | 1,980 | 2,070 | 620 | 690 | 310 | 380 |
| Milton | 28,000 | 2,300 | 2,240 | 5,490 | 5,040 | 3,390 | 4,060 | 1,820 | 2,860 |
| Nahant | 4,580 | 450 | 450 | 1,120 | 1,020 | 460 | 530 | 220 | 330 |
| Natick | 32,040 | 3,720 | 3,520 | 7,500 | 7,720 | 3,140 | 3,430 | 1,120 | 1,890 |
| Needham | 33,180 | 3,680 | 3,620 | 7,100 | 7,660 | 3,680 | 3,890 | 1,360 | 2,190 |
| Newton | 85,540 | 7,190 | 6,760 | 19,250 | 21,370 | 8,980 | 10,350 | 4,450 | 7,190 |

Source: Massachusetts Department of Public Health, Office of Health Planning, Massachusetts Population Projections 1985, November 15, 1978.

TABLE V-11

PROJECTED POPULATION IN BOSTON SMSA SCHOOL DISTRICTS BY AGE COHORT: 1985

| School District | Projected Total Population | Age: 0 - 14 | | Age: 15 - 44 | | Age: 45 - 64 | | Age: 65 + | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | Male | Female | Male | Female | Male | Female |
| Norfolk | 8,000 | 890 | 820 | 2,890 | 1,660 | 700 | 570 | 220 | 250 |
| North Reading | 15,930 | 2,070 | 1,910 | 3,820 | 3,980 | 1,270 | 1,430 | 650 | 800 |
| Norwell | 11,000 | 1,450 | 1,420 | 2,720 | 2,780 | 950 | 920 | 290 | 470 |
| Norwood | 31,920 | 3,480 | 3,290 | 7,320 | 7,880 | 3,130 | 3,380 | 1,210 | 2,230 |
| Peabody | 42,000 | 4,750 | 4,620 | 10,000 | 10,710 | 3,950 | 4,070 | 1,550 | 2,350 |
| Pembroke | 13,500 | 1,920 | 1,770 | 3,390 | 3,580 | 990 | 950 | 360 | 540 |
| Quincy | 94,000 | 8,650 | 8,460 | 20,490 | 21,810 | 9,210 | 11,190 | 5,260 | 8,930 |
| Randolph | 33,000 | 3,890 | 3,700 | 7,980 | 8,310 | 3,140 | 3,300 | 1,060 | 1,620 |
| Reading | 28,090 | 3,260 | 3,060 | 6,350 | 6,630 | 2,920 | 3,030 | 1,040 | 1,800 |
| Revere | 36,370 | 3,270 | 3,090 | 8,180 | 8,660 | 4,040 | 4,550 | 1,890 | 2,690 |
| Rockland | 19,000 | 2,510 | 2,370 | 4,450 | 4,630 | 1,460 | 1,600 | 760 | 1,220 |
| Salem | 35,680 | 3,210 | 3,100 | 7,740 | 8,600 | 3,570 | 4,350 | 1,860 | 3,250 |
| Saugus | 22,990 | 2,460 | 2,440 | 5,290 | 5,480 | 2,440 | 2,600 | 970 | 1,310 |
| Scituate | 19,680 | 2,640 | 2,640 | 4,530 | 4,700 | 1,630 | 1,790 | 670 | 1,080 |

Source: Massachusetts Department of Public Health, Office of Health Planning, Massachusetts Population Projections 1985, November 15, 1978.





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TABLE V-11

PROJECTED POPULATION IN BOSTON SMSA SCHOOL DISTRICTS BY AGE COHORT: 1985

| School District | Projected Total Population | Age: 0 - 14 | | Age: 15 - 44 | | Age: 45 - 64 | | Age: 65 + | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | Male | Female | Male | Female | Male | Female |
| Sharon | 16,000 | 1,900 | 1,780 | 3,880 | 4,000 | 1,630 | 1,540 | 500 | 770 |
| Sherborn | 5,300 | 690 | 710 | 1,230 | 1,300 | 500 | 490 | 170 | 210 |
| Somerville | 68,660 | 6,250 | 6,040 | 16,140 | 17,300 | 6,040 | 7,620 | 3,570 | 5,700 |
| Stoneham | 23,450 | 2,370 | 2,300 | 5,110 | 5,720 | 2,560 | 2,880 | 990 | 1,520 |
| Sudbury | 18,000 | 2,650 | 2,500 | 4,640 | 4,790 | 1,370 | 1,210 | 320 | 520 |
| Swampscott | 17,050 | 1,550 | 1,520 | 3,430 | 3,670 | 2,060 | 2,350 | 950 | 1,520 |
| Topsfield | 7,200 | 1,000 | 860 | 1,680 | 1,850 | 710 | 640 | 200 | 260 |
| Wakefield | 27,380 | 2,680 | 2,600 | 6,080 | 6,350 | 2,900 | 3,290 | 1,340 | 2,140 |
| Walpole | 19,080 | 2,370 | 2,190 | 5,020 | 4,480 | 1,680 | 1,820 | 610 | 910 |
| Waltham | 55,030 | 4,900 | 4,570 | 14,420 | 14,030 | 5,060 | 5,830 | 2,260 | 3,960 |
| Watertown | 31,980 | 2,750 | 2,620 | 7,450 | 7,940 | 2,910 | 3,770 | 1,790 | 2,750 |
| Wayland | 14,080 | 1,820 | 1,690 | 3,330 | 3,500 | 1,410 | 1,340 | 370 | 620 |
| Wellesley | 26,140 | 2,430 | 2,350 | 5,380 | 7,240 | 2,590 | 3,010 | 1,150 | 1,990 |
| Wenham | 4,480 | 450 | 410 | 1,100 | 1,340 | 420 | 410 | 130 | 220 |

Source: Massachusetts Department of Public Health, Office of Health Planning, Massachusetts Population Projections 1985, November 15, 1978.

TABLE V-11

PROJECTED POPULATION IN BOSTON SMSA SCHOOL DISTRICTS BY AGE COHORT: 1985

| School District | Projected Total Population | Age: 0 - 14 | | Age: 15 - 44 | | Age: 45 - 64 | | Age: 65 + | |
|---|---|---|---|---|---|---|---|---|---|
| | | Male | Female | Male | Female | Male | Female | Male | Female |
| Weston | 17,960 | 1,850 | 1,780 | 3,780 | 5,210 | 1,900 | 1,940 | 660 | 840 |
| Westwood | 18,400 | 2,150 | 2,020 | 3,960 | 4,210 | 2,190 | 2,280 | 630 | 960 |
| Weymouth | 62,320 | 7,100 | 6,790 | 14,590 | 15,400 | 5,980 | 6,400 | 2,370 | 3,610 |
| Wilmington | 20,570 | 2,900 | 2,670 | 5,060 | 5,160 | 1,710 | 1,710 | 580 | 780 |
| Winchester | 24,320 | 2,630 | 2,480 | 5,330 | 5,670 | 2,550 | 2,890 | 1,120 | 1,650 |
| Winthrop | 19,980 | 1,800 | 1,840 | 4,410 | 4,770 | 1,820 | 2,340 | 1,160 | 1,840 |
| Woburn | 37,610 | 4,330 | 4,210 | 9,100 | 9,550 | 3,350 | 3,650 | 1,350 | 2,070 |

Source: Massachusetts Department of Public Health, Office of Health Planning, Massachusetts Population Projections 1985, November 15, 1978.

TABLE V-III

COMPARISON OF POPULATION CHANGE AND PUBLIC SCHOOL ENROLLMENT CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-80 and 1973-74 and 1979-80

| School District | Population Change 1970 - 1980 | Public School Enrollment Change 1973-4 - 1979-80 |
|---|---|---|
| Arlington | -9.92% | -29.78% |
| Ashland | +3.43 | -21.43 |
| Bedford | -3.34 | -26.08 |
| Belmont | -7.97 | -19.53 |
| Beverly | -3.24 | -25.63 |
| Boston | -12.24 | -25.35 |
| Braintree | +3.43 | -20.81 |
| Brookline | -7.06 | + 1.81 |
| Burlington | +6.88 | -24.51 |
| Cambridge | -5.03 | -10.94 |
| Canton | +6.10 | -17.36 |
| Chelsea | -17.03 | -19.43 |
| Cohasset | +3.0 | -16.82 |
| Concord | + .91 | -26.42 |

Sources: Population data obtained from 1970 and preliminary 1980 U.S. Census' (Refer to Table VI); School Enrollment data obtained from Massachusetts Department of Education (Refer to Table IV-B for sources).

TABLE V-III

COMPARISON OF POPULATION CHANGE AND PUBLIC SCHOOL ENROLLMENT CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-80 AND 1973-74 AND 1979-80

| School District | Population Change 1970 - 1980 | Public School Enrollment Change 1973-4 - 1979-80 |
|---|---|---|
| Danvers | -8.24% | -27.95% |
| Dedham | -6.80 | -24.18 |
| Dover | +3.73 | - .12 |
| Duxbury | +54.64 | + 7.33 |
| Everett | -12.66 | -15.83 |
| Framingham | +1.83 | - 8.32 |
| Hamilton | +8.24 | NA |
| Hanover | +12.44 | -10.28 |
| Hingham | +7.92 | -12.94 |
| Holbrook | -5.49 | -24.79 |
| Hull | -2.34 | -21.59 |
| Lexington | -7.34 | -25.75 |
| Lincoln | -6.15 | -29.37 |
| Lynn | -13.28 | - 8.62 |

Sources: Population data obtained from 1970 and preliminary 1980 U.S. Census' (Refer to Table VI); School Enrollment data obtained from Massachusetts Department of Education (Refer to Table IV-B for sources).

TABLE V-III

COMPARISON OF POPULATION CHANGE AND PUBLIC SCHOOL ENROLLMENT CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-80 AND 1973-74 AND 1979-80

| School District | Population Change 1970 - 1980 | Public School Enrollment Change 1973-4 - 1979-80 |
|---|---|---|
| Lynnfield | +3.56% | -19.31% |
| Malden | -4.80 | -16.57 |
| Manchester | +5.65 | -17.17 |
| Marblehead | -5.68 | -23.54 |
| Marshfield | +37.58 | - 6.24 |
| Medfield | +3.93 | -13.39 |
| Medford | -9.45 | -24.20 |
| Melrose | -9.92 | -17.78 |
| Middleton | +2.89 | -28.31 |
| Millis | +19.69 | -13.77 |
| Milton | -4.80 | -17.68 |
| Nahant | -5.21 | -36.63 |
| Natick | -5.38 | -26.47 |
| Needham | -6.16 | -25.03 |

Sources: Population data obtained from 1970 and preliminary 1980 U.S. Census' (Refer to Table VI); School Enrollment data obtained from Massachusetts Department of Education (Refer to Table IV-B for sources).

TABLE V-III

COMPARISON OF POPULATION CHANGE AND PUBLIC SCHOOL ENROLLMENT CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-80 AND 1973-74 AND 1979-80

| School District | Population Change 1970 - 1980 | Public School Enrollment Change 1973-4 - 1979-80 |
|---|---|---|
| Newton | -8.20% | -27.89% |
| Norfolk | +36.10 | - 3.80 |
| North Reading | +1.62 | -23.07 |
| Norwell | +17.51 | -9.59 |
| Norwood | -4.69 | -26.45 |
| Peabody | -4.83 | -22.60 |
| Pembroke | +20.19 | -16.76 |
| Quincy | -4.4 | -20.40 |
| Randolph | +4.60 | -21.56 |
| Reading | + .76 | -18.34 |
| Revere | -1.89 | -15.83 |
| Rockland | - .61 | -16.50 |
| Salem | -5.53 | -19.68 |
| Saugus | -1.83 | -21.67 |

Sources: Population data obtained from 1970 and preliminary 1980 U.S. Census' (Refer to Table VI); School Enrollment data obtained from Massachusetts Department of Education (Refer to Table IV-B for sources).

TABLE V-III

COMPARISON OF POPULATION CHANGE AND PUBLIC SCHOOL ENROLLMENT CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA:

1970-80 AND 1973-74 AND 1979-80

| School District | Population Change 1970 - 1980 | Public School Enrollment Change 1973-4 - 1979-80 |
|---|---|---|
| Scituate | +2.02 | -25.15 |
| Sharon | +9.91 | -13.55 |
| Sherborn | +24.42 | -18.93 |
| Somerville | -12.78 | -24.13 |
| Stoneham | +3.41 | -15.97 |
| Sudbury | +3.88 | -26.02 |
| Swampscott | +2.16 | -19.96 |
| Topsfield | +9.49 | -24.00 |
| Wakefield | -2.09 | -15.26 |
| Walpole | +3.74 | -28.29 |
| Waltham | -5.32 | -24.41 |
| Watertown | -12.46 | -26.52 |
| Wayland | -9.36 | -24.69 |
| Wellesley | -3.58 | -25.33 |

Sources: Population data obtained from 1970 and preliminary 1980 U.S. Census' (Refer to Table VI); School Enrollment data obtained from Massachusetts Department of Education (Refer to Table IV-B for sources).

## TABLE V-III

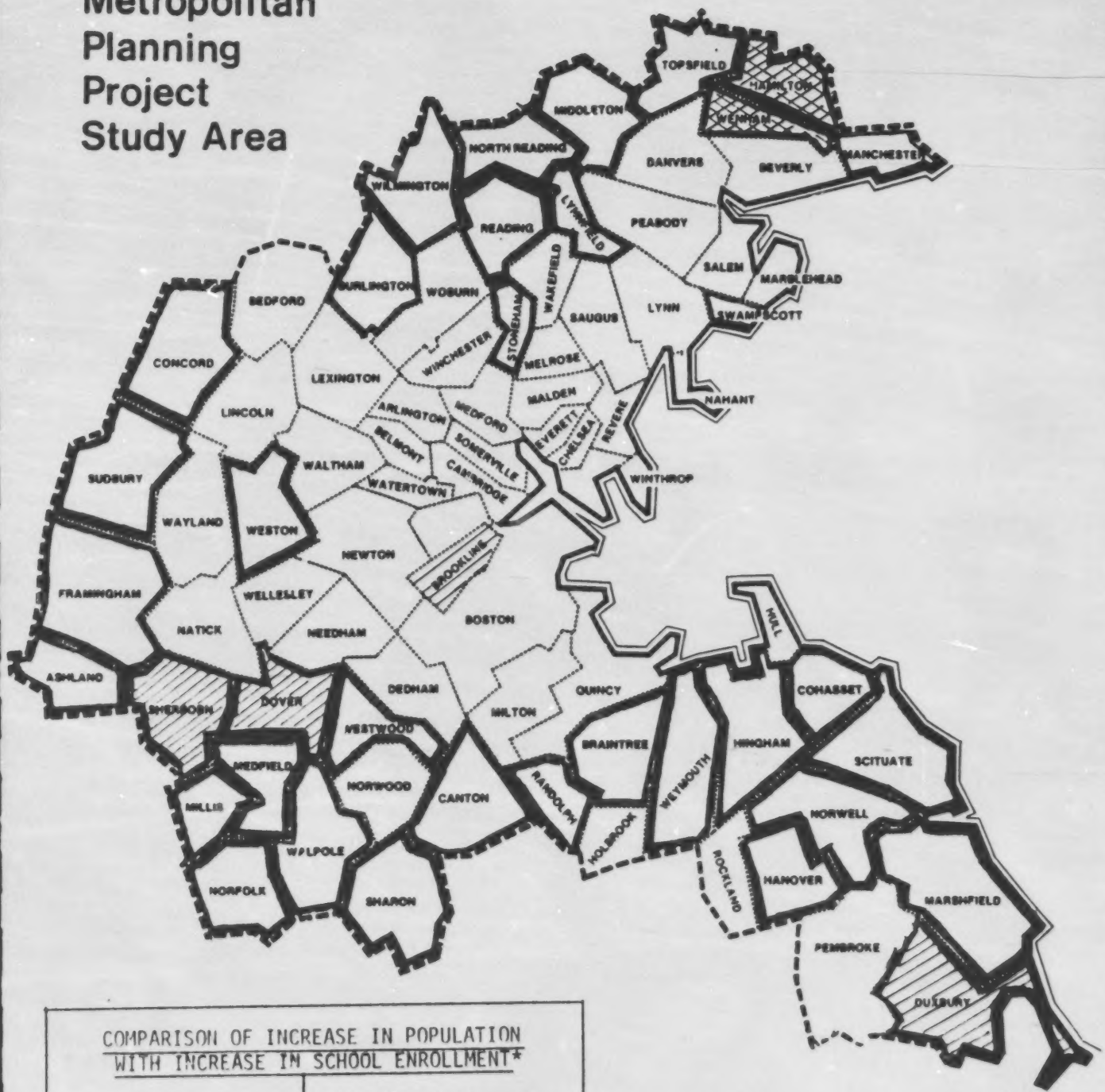
COMPARISON OF POPULATION CHANGE AND PUBLIC SCHOOL ENROLLMENT CHANGE FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1970-80 AND 1973-74 AND 1979-80

| School District | Population Change 1970 - 1980 | Public School Enrollment Change 1973-4 - 1979-80 |
|---|---|---|
| Wenham | +3.13 | NA |
| Weston | +2.65 | -21.03 |
| Westwood | +3.26 | -19.01 |
| Weymouth | +1.45 | -22.15 |
| Wilmington | +2.27 | -21.25 |
| Winchester | -6.51 | -25.86 |
| Winthrop | -5.06 | -23.10 |
| Woburn | -2.75 | -30.60 |
| Hamilton-Wenham | NA | +125.76 |
| Lincoln-Sudbury | NA | -21.29 |
| Massachusetts Experimental School | NA | NA |
| North Shore Regional Vocational Tech. | NA | NA |

Sources: Population data obtained from 1970 and preliminary 1980 U.S. Census' (Refer to Table VI); School Enrollment data obtained from Massachusetts Department of Education (Refer to Table IV-B for sources).

MAP V-TWO

# Metropolitan Planning Project Study Area




| COMPARISON OF INCREASE IN POPULATION WITH INCREASE IN SCHOOL ENROLLMENT* | |
|---|---|
| Population Increase | School Enrollment Increase |
| 0% - 4% | 0% - 10% |
| 5% - 9% | 100% + |
| 10% -15% | |
| 16% + | |

*Population Increase between 1970-1980; School Enrollment Increase from 1973-74 - 1979-80.

## Economic Characteristics

Socio-economic patterns in the Boston Metropolitan area have not shifted in the last decade, rather trends have intensified. Boston and Cambridge had total annual payrolls of over one million dollars. The unemployment rate in November 1980 was just under 5%, which is the state average. Only five other communities in the SMSA, however, had similar unemployment rates, others are must lower. Eighteen out of 78 cities and towns, or 23%, had an estimated per capita income lower than the 1977 statewide income of $5,826. (Table V-IV). Some of the Massachusetts communities with the highest estimated per capita income are also located in the Boston metropolitan area: Belmont, Brookline, Cohasset, Concord, Danvers, Lexington, Lincoln, Lynnfield, Marblehead, Needham, Newton, Sudbury, Swamscott, Wayland, Wellesley, Weston, Wenham, Westwood, and Winchester (Table V-V).

## Housing

Change can be measured by examing the number of housing units. The U.S. Census of population in a preliminary report for 1980, shows that every community in the Boston SMSA expanded its housing supply. Chelsea and Lynn expanded least while the South Shore, such as Duxbury, Marshfield, and Millis expanded substantially (Table V-VI). Some of these units represent conversion of summer homes to year-round dwellings. In examining the total number of households in 1978, the number of households needing assistance substantially exceeds the availability of assisted family units available in most communities; only in two communities out of 78 is the need for assistance met (Table V-VII).

## Education Patterns

The total student population in 1979-80 (1) in the Boston Metropolitan area (2) was just over 422,000 (Table V-VIII). In 1973-74, it was over 536,000 -- a decrease of about 21%. The minority student enrollment for the Boston area, however, increased from 54,687 or about 10% of the total in 1973-74 to about 62,525 or about 15% of the total in 1979-80. This is a growth in absolute numbers of over 11,700 students or about 21% increase (Table V-IX and Table V-X). There is an expansion of the number of school districts with 9% or more minority student enrollment, (3) from six school districts to 11 school districts. Although this increase in the number of school districts seems a positive indicator of the reduction of racial isolation in the region, two facts militate against an easy acceptance of this finding. First, according to the Massachusetts Department of Education, many school districts with the metropolitan area may have an incorrect Hispanic student count. This has been corrected insofar as possible for this report, but generally this data is unverified and still contains errors. Second, most of these eleven school districts are METCO receiving communities which means that the minority student, particularly black, are bussed in from Boston rather than residents of the school district. (Table V-XI). Nonetheless, there has been a metropolitan areawide increase in both the actual number of minority public school students in the enrollment as well as a percent increase in each district. (Map V-Three.) Only 12 school districts show a decrease in minority student (Cont. 139)

(1) All enrollment data cited in text are found in Reports of the Mass. Dept. of Education, Bureau of Data Collection. See Table sources for specific citation.
(2) NOTE: For comparability with the 1974 Report Metro Ways to Understanding, the 1970 census boundary definition of the Boston SMSA has been maintained for this study.
(3) Nine percent was the statistical "cut off" point because in 1973-74, 10% of the total SMSA public school student population was minority. This analysis is in accord with the ESAA formula plan guidelines.

TABLE V-IV

SELECTED ECONOMIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN THE BOSTON SMSA: 1977

| School District | Estimated Per Capita Income in 1977 ($) | Estimated 1977 Per Capita Income Rank | Total Annual Payroll 1978 (in 000's) | Unemployment Rate November 1980 |
|---|---|---|---|---|
| Arlington | 6,881 | 30 | 57,642.0 | 3.1 |
| Ashland | 6,042 | 51 | 40,514.7 | 3.2 |
| Bedford | 6,759 | 34 | 213,649.8 | 2.8 |
| Belmont | 8,545 | 17 | 54,206.9 | 2.3 |
| Beverly | 6,272 | 47 | 106,063.4 | 3.8 |
| Boston | 5,088 | 75 | 5,023,870.5 | 4.9 |
| Braintree | 6,242 | 48 | 216,318.0 | 3.5 |
| Brookline | 9,327 | 6 | 129,349.5 | 2.8 |
| Burlington | 5,787 | 59 | 264,086.2 | 3.3 |
| Cambridge | 6,595 | 38 | 1,132,483.2 | 4.6 |
| Canton | 6,719 | 35 | 145,878.9 | 2.7 |
| Chelsea | 4,741 | 77 | 97,674.5 | 4.3 |
| Cohasset | 8,800 | 10 | 10,778.6 | 1.9 |
| Concord | 9,662 | 4 | 75,396.5 | 3.8 |

Sources: Massachusetts Office of State Planning (OSP), Massachusetts Per Capita Income: 1977 Estimates
Massachusetts Office of State Planning (OSP), Massachusetts 1978: Firms - Employment - Payrolls
Massachusetts Division of Employment Security, "Massachusetts/Cities and Towns", Vol. 9, No. 11, November 1980.

Notes: Estimated State-Wide 1977 Per Capita Income was $5,92[illegible]

TABLE V-IV

SELECTED ECONOMIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN THE BOSTON SMSA: 1977

| School District | Estimated Per Capita Income in 1977 ($) | Estimated 1977 Per Capita Income Rank | Total Annual Payroll 1978 (in 000's) | Unemployment Rate November 1980 |
|---|---|---|---|---|
| Danvers | 5,903 | 56 | 110,207.4 | 2.8 |
| Dedham | 6,522 | 42 | 113,726.6 | 2.9 |
| Dover | 12,514 | 2 | 2,693.9 | 3.7 |
| Duxbury | 7,413 | 26 | 7,393.5 | 4.8 |
| Everett | 5,361 | 70 | 161,838.2 | 5.2 |
| Framingham | 6,871 | 32 | 389,759.0 | 3.1 |
| Hamilton | 6,873 | 31 | 4,654.1 | 1.9 |
| Hanover | 5,798 | 57 | 36,537.3 | 3.9 |
| Hingham | 7,400 | 27 | 57,443.3 | 3.5 |
| Holbrook | 5,298 | 71 | 17,617.0 | 6.3 |
| Hull | 5,278 | 72 | 4,399.7 | 5.5 |
| Lexington | 8,608 | 14 | 219,314.1 | 2.8 |
| Lincoln | 8,993 | 8 | 5,596.5 | 1.6 |
| Lynn | 5,437 | 65 | 420,327.8 | 4.8 |

Sources: Massachusetts Office of State Planning (OSP), Massachusetts Per Capita Income: 1977 Estimates
Massachusetts Office of State Planning (OSP), Massachusetts 1978: Firms - Employment - Payrolls
Massachusetts Division of Employment Security, "Massachusetts/Cities and Towns", Vol. 9, No. 11, November 1980.

Notes: Estimated State-Wide 1977 Per Capita Income was $5,826.
Estimated state-wide 11/80 unemployment rate was 5.0

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TABLE V-IV

SELECTED ECONOMIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN THE BOSTON SMSA: 1977

| School District | Estimated Per Capita Income in 1977 ($) | Estimated 1977 Per Capita Income Rank | Total Annual Payroll 1978 (in 000's) | Unemployment Rate November 1980 |
|---|---|---|---|---|
| Lynnfield | 8,263 | 19 | 20,118.8 | 3.3 |
| Malden | 5,513 | 64 | 155,862.6 | 4.0 |
| Manchester | 7,426 | 24 | 6,069.1 | 3.3 |
| Marblehead | 9,475 | 5 | 28,169.7 | 3.1 |
| Marshfield | 6,114 | 50 | 15,816.9 | 5.1 |
| Medfield | 7,276 | 28 | 19,265.5 | 2.7 |
| Medford | 5,625 | 63 | 129,167.9 | 3.6 |
| Melrose | 6,326 | 46 | 45,295.7 | 3.3 |
| Middleton | 5,366 | 69 | 13,660.0 | 3.7 |
| Millis | 6,525 | 41 | 14,729.5 | 6.0 |
| Milton | 8,072 | 20 | 40,374.5 | 3.0 |
| Nahant | 7,621 | 23 | 1,816.8 | 4.5 |
| Natick | 6,695 | 36 | 140,669.6 | 2.8 |
| Needham | 8,674 | 12 | 161,171.8 | 3.0 |

Sources: Massachusetts Office of State Planning (OSP), Massachusetts Per Capita Income: 1977 Estimates
Massachusetts Office of State Planning (OSP), Massachusetts 1978: Firms - Employment - Payrolls
Massachusetts Division of Employment Security, "Massachusetts/Cities and Towns", Vol. 9, No. 11, November 1980.

Notes: Estimated State-Wide 1977 Per Capita Income was $5,826
Estimated State-Wide 1980 unemployment rate was 5.0

TABLE V-IV

SELECTED ECONOMIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN THE BOSTON SMSA: 1977

| School District | Estimated Per Capita Income in 1977 ($) | Estimated 1977 Per Capita Income Rank | Total Annual Payroll 1978 (in 000's) | Unemployment Rate November 1980 |
|---|---|---|---|---|
| Newton | 8,855 | 9 | 390,965.0 | 3.2 |
| Norfolk | 5,431 | 66 | 3,007.3 | 2.0 |
| North Reading | 5,696 | 62 | 13,048.0 | 3.1 |
| Norwell | 7,000 | 29 | 13,600.2 | 2.4 |
| Norwood | 6,633 | 37 | 249,982.5 | 3.0 |
| Peabody | 5,917 | 54 | 122,772.2 | 3.7 |
| Pembroke | 5,006 | 76 | 7,579.4 | 4.0 |
| Quincy | 6,151 | 49 | 341,415.7 | 4.2 |
| Randolph | 5,919 | 53 | 71,877.3 | 3.0 |
| Reading | 6,780 | 33 | 42,636.9 | 2.8 |
| Revere | 5,403 | 67 | 58,221.8 | 5.6 |
| Rockland | 4,644 | 78 | 38,063.3 | 4.6 |
| Salem | 5,383 | 68 | 183,849.2 | 4.6 |
| Saugus | 5,791 | 58 | 48,586.8 | 3.8 |

Sources: Massachusetts Office of State Planning (OSP), Massachusetts Per Capita Income: 1977 Estimates
Massachusetts Office of State Planning (OSP), Massachusetts 1978: Firms - Employment - Payrolls
Massachusetts Division of Employment Security, "Massachusetts/Cities and Towns", Vol. 9, No. 11, November 1980.

Notes: Estimated State-Wide 1977 Per Capita Income was $5,826.
Estimated state-wide 11/80 unemployment rate was 5.0

TABLE V-IV

SELECTED ECONOMIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN THE BOSTON SMSA: 1977

| School District | Estimated Per Capita Income in 1977 ($) | Estimated 1977 Per Capita Income Rank | Total Annual Payroll 1978 (in 000's) | Unemployment Rate November 1980 |
|---|---|---|---|---|
| Scituate | 6,464 | 43 | 15,566.5 | 3.8 |
| Sharon | 7,867 | 22 | 15,344.7 | 3.0 |
| Sherborn | 8,603 | 15 | 1,303.8 | 3.0 |
| Somerville | 5,126 | 74 | 163,117.1 | 5.0 |
| Stoneham | 6,437 | 44 | 59,889.0 | 4.2 |
| Sudbury | 8,022 | 21 | 96,075.1 | 3.1 |
| Swampscott | 8,388 | 18 | 17,411.6 | 3.5 |
| Topsfield | 7,422 | 25 | 6,751.0 | 2.7 |
| Wakefield | 6,560 | 39 | 96,583.8 | 4.3 |
| Walpole | 6,543 | 40 | 73,873.6 | 2.8 |
| Waltham | 5,777 | 60 | 741,495.6 | 3.5 |
| Watertown | 6,370 | 45 | 171,807.2 | 4.1 |
| Wayland | 8,666 | 13 | 22,887.2 | 2.8 |
| Wellesley | 10,020 | 3 | 156,279.5 | 2.4 |

Sources: Massachusetts Office of State Planning (OSP), Massachusetts Per Capita Income: 1977 Estimates
Massachusetts Office of State Planning (OSP), Massachusetts 1978: Firms - Employment - Payrolls
Massachusetts Division of Employment Security, "Massachusetts/Cities and Towns", Vol. 9, No. 11, November 1980.

Notes: Estimated State-Wide 1977 Per Capita Income was $5,826
Estimated State-Wide 1980 Unemployment Rate was 5.0

TABLE V-IV

SELECTED ECONOMIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN THE BOSTON SMSA: 1977

| School District | Estimated Per Capita Income in 1977 ($) | Estimated 1977 Per Capita Income Rank | Total Annual Payroll 1978 (in 000's) | Unemployment Rate November 1980 |
|---|---|---|---|---|
| Wenham | 8,582 | 16 | 3,312.2 | 2.0 |
| Weston | 12,736 | 1 | 28,066.4 | 2.4 |
| Westwood | 8,688 | 11 | 51,458.3 | 1.2 |
| Weymouth | 5,905 | 55 | 82,661.9 | 3.2 |
| Wilmington | 5,143 | 73 | 158,251.8 | 4.3 |
| Winchester | 9,000 | 7 | 47,312.1 | 3.3 |
| Winthrop | 5,938 | 52 | 19,227.5 | 4.6 |
| Woburn | 5,726 | 61 | 204,874.4 | 3.8 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total | | | 13,730,765.4 | |

Sources: Massachusetts Office of State Planning (OSP), Massachusetts Per Capita Income: 1977 Estimates
Massachusetts Office of State Planning (OSP), Massachusetts 1978: Firms - Employment - Payrolls
Massachusetts Division of Employment Security, "Massachusetts/Cities and Towns", Vol. 9, No. 11, November 1980.

Notes: Estimated State-Wide 1977 Per Capita Income was $5,826.
Estimated state-wide 11/80 unemployment rate was 5.0

TABLE V-V

ESTIMATES OF PER CAPITAL INCOME OF BOSTON SMSA FOR 1977 COMPARED TO 1969

| School District | Estimated Per Capita Income | | |
|---|---|---|---|
| | 1969 | 1977 | Percent Change |
| Arlington | $3,995 | $6,881 | 72.2% |
| Ashland | 3,231 | 6,042 | 87.0 |
| Bedford | 3,883 | 6,759 | 74.1 |
| Belmont | 5,243 | 8,545 | 63.0 |
| Beverly | 3,476 | 6,272 | 80.4 |
| Boston | 3,095 | 5,088 | 64.4 |
| Braintree | 3,599 | 6,242 | 73.4 |
| Brookline | 6,138 | 9,327 | 52.0 |
| Burlington | 3,163 | 5,787 | 83.0 |
| Cambridge | 3,908 | 6,595 | 68.8 |
| Canton | 3,739 | 6,719 | 79.7 |
| Chelsea | 2,847 | 4,741 | 66.5 |
| Cohasset | 5,018 | 8,800 | 75.4 |
| Concord | 5,245 | 9,662 | 87.2 |

Source: U.S. Bureau of Census, 1977 Per Capita Money Income Estimates for Counties, Incorporated Places, and Selected Minor Civil Divisions in Massachusetts.

TABLE V-V

ESTIMATES OF PER CAPITA INCOME TO BOSTON SMSA FOR 1977 COMPARED TO 1969

| School District | Estimated Per Capita Income | | |
|---|---|---|---|
| | 1969 | 1977 | Percent Change |
| Danvers | $3,319 | $5,903 | 77.9% |
| Dedham | 3,801 | 6,522 | 71.6 |
| Dover | 7,415 | 12,514 | 68.8 |
| Duxbury | 4,409 | 7,413 | 68.1 |
| Everett | 3,169 | 5,361 | 69.2 |
| Framingham | 3,948 | 6,871 | 74.0 |
| Hamilton | 3,986 | 6,873 | 72.4 |
| Hanover | 3,358 | 5,798 | 72.7 |
| Hingham | 4,228 | 7,400 | 75.0 |
| Holbrook | 3,019 | 5,298 | 75.5 |
| Hull | 3,034 | 5,278 | 74.0 |
| Lexington | 4,950 | 8,608 | 73.9 |
| Lincoln | 5,553 | 8,993 | 61.9 |
| Lynn | 3,071 | 5,437 | 77.0 |

Source: U.S. Bureau of Census, 1977 Per Capita Money Income Estimates for Counties, Incorporated Places, and Selected Minor Civil Divisions in Massachusetts.

TABLE V-V

ESTIMATES OF PER CAPITA INCOME TO BOSTON SMSA FOR 1977 COMPARED TO 1969

| School District | Estimated Per Capita Income | | |
|---|---|---|---|
| | 1969 | 1977 | Percent Change |
| Lynnfield | $4,818 | $8,263 | 71.5% |
| Malden | 3,247 | 5,513 | 69.8 |
| Manchester | 4,538 | 7,426 | 63.6 |
| Marblehead | 5,382 | 9,475 | 76.0 |
| Marshfield | 3,517 | 6,114 | 73.8 |
| Medfield | 3,946 | 7,276 | 84.4 |
| Medford | 3,348 | 5,625 | |
| Melrose | 3,799 | 6,326 | 66.5 |
| Middleton | 3,014 | 5,366 | 78.0 |
| Millis | 3,396 | 6,525 | 92.1 |
| Milton | 4,909 | 8,072 | 64.4 |
| Nahant | 4,044 | 7,621 | 88.5 |
| Natick | 3,805 | 6,695 | 76.0 |
| Needham | 5,003 | 8,674 | 73.4 |

Source: U.S. Bureau of Census, 1977 Per Capita Money Income Estimates for Counties, Incorporated Places, and Selected Minor Civil Divisions in Massachusetts.

TABLE V-V

ESTIMATES OF PER CAPITA INCOME TO BOSTON SMSA FOR 1977 COMPARED TO 1969

| School District | Estimated Per Capita Income | | |
|---|---|---|---|
| | 1969 | 1977 | Percent Change |
| Newton | $5,380 | $8,855 | 64.6% |
| Norfolk | 2,817 | 5,431 | 92.8 |
| North Reading | 3,283 | 5,696 | 73.5 |
| Norwell | 3,846 | 7,000 | 82.0 |
| Norwood | 3,750 | 6,633 | 76.9 |
| Peabody | 3,386 | 5,917 | 74.7 |
| Pembroke | 2,969 | 5,006 | 68.6 |
| Quincy | 3,494 | 6,151 | 76.0 |
| Randolph | 3,348 | 5,919 | 76.8 |
| Reading | 3,905 | 6,780 | 73.6 |
| Revere | 3,229 | 5,403 | 67.3 |
| Rockland | 2,729 | 4,644 | 70.2 |
| Salem | 3,110 | 5,383 | 73.1 |
| Saugus | 3,322 | 5,791 | 74.3 |

Source: U.S. Bureau of Census, 1977 Per Capita Money Income Estimates for Counties, Incorporated Places, and Selected Minor Civil Divisions in Massachusetts.

...ATE ... PE.. CAPITA INCOME TO BOSTON SMSA FOR 1977 COMPARED TO 1969

| School District | Estimated Per Capita Income | | |
|---|---|---|---|
| | 1969 | 1977 | Percent Change |
| Scituate | $3,704 | $6,464 | 74.5% |
| Sharon | 4,282 | 7,867 | 83.7 |
| Sherborn | 4,771 | 8,603 | 80.3 |
| Somerville | 2,995 | 5,126 | 71.2 |
| Stoneham | 3,844 | 6,437 | 67.5 |
| Sudbury | 4,339 | 8,022 | 84.9% |
| Swampscott | 5,136 | 8,388 | 63.3 |
| Topsfield | 4,253 | 7,422 | 74.5 |
| Wakefield | 3,796 | 6,560 | 72.8 |
| Walpole | 3,578 | 6,543 | 82.9 |
| Waltham | 3,325 | 5,777 | 73.7 |
| Watertown | 3,647 | 6,370 | 74.7 |
| Wayland | 5,022 | 8,666 | 72.6 |
| Wellesley | 5,976 | 10,020 | 67.7 |

Source: U.S. Bureau of Census, 1977 Per Capita Money Income Estimates for Counties, Incorporated Places, and Selected Minor Civil Divisions in Massachusetts.

TABLE V-V

ESTIMATES OF PER CAPITA INCOME TO BOSTON SMSA FOR 1977 COMPARED TO 1969

| School District | Estimated Per Capita Income | | |
|---|---|---|---|
| | 1969 | 1977 | Percent Change |
| Wenham | $4,873 | $8,582 | 76.1% |
| Weston | 7,239 | 12,736 | 75.9 |
| Westwood | 5,128 | 8,688 | 69.4 |
| Weymouth | 3,308 | 5,905 | 78.5 |
| Wilmington | 2,959 | 5,143 | 73.9 |
| Winchester | 5,233 | 9,000 | 72.0 |
| Winthrop | 3,471 | 5,938 | 71.1 |
| Woburn | 3,285 | 5,726 | 74.3 |
| | | | |
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| | | | |
| | | | |

Source: U.S. Bureau of Census, 1977 Per Capita Money Income Estimates for Counties, Incorporated Places, and Selected Minor Civil Divisions in Massachusetts.

TABLE V-VI

COMPARISON OF NUMBER OF HOUSING UNITS BY SCHOOL DISTRICT IN BOSTON SMSA BETWEEN 1970 AND 1980

| School District | Housing Units | | Percent Change |
|---|---|---|---|
| | 1970 | 1980* | |
| Arlington | 17,921 | 18,834 | + 5.09% |
| Ashland | 2,532 | 3,168 | +25.12 |
| Bedford | 3,327 | 3,810 | +14.52 |
| Belmont | 9,456 | 9,900 | + 4.70 |
| Beverly | 12,019 | 13,960 | +15.46 |
| Boston | 232,448 | 241,194 | + 3.76 |
| Braintree | 9,737 | 11,699 | +20.15 |
| Brookline | 23,213 | 24,401 | + 5.12 |
| Burlington | 5,423 | 7,009 | +29.25 |
| Cambridge | 37,668 | 41,247 | + 9.50 |
| Canton | 4,673 | 5,774 | +23.56 |
| Chelsea | 10,494 | 10,470 | - .23 |
| Cohasset | 2,216 | 2,508 | +13.18 |
| Concord | 4,444 | 5,341 | +20.18 * |

*1980 Housing Units are preliminary counts.

Source: U.S. Department of Commerce, Bureau of the Census, Preliminary Reports: 1980 Census of Population and Housing, November, 1980.

TABLE V-VI

COMPARISON OF NUMBER OF HOUSING UNITS BY SCHOOL DISTRICT IN BOSTON SMSA BETWEEN 1970 AND 1980

| School District | Housing Units | | Percent Change |
|---|---|---|---|
| | 1970 | 1980* | |
| Danvers | 7,332 | 8,245 | +12.45% |
| Dedham | 7,776 | 8,422 | + 8.31 |
| Dover | 1,305 | 1,510 | +15.71 |
| Duxbury | 2,521 | 4,153 | +64.74 |
| Everett | 14,171 | 14,640 | + 3.31 |
| Framingham | 19,451 | 24,534 | +26.13 |
| Hamilton | 1,999 | 2,402 | +20.16 |
| Hanover | 2,613 | 3,213 | +22.96 |
| Hingham | 5,337 | 6,500 | +21.79 |
| Holbrook | 3,269 | 3,513 | + 7.46 |
| Hull | 4,558 | 4,776 | + 4.78 |
| Lexington | 8,859 | 9,784 | +10.44 |
| Lincoln | 1,917 | 2,406 | +25.51 |
| Lynn | 32,603 | 32,609 | + .02 |

*1980 Housing Units are preliminary counts.
Source: U.S. Department of Commerce, Bureau of the Census, Preliminary Reports: 1980 Census of Population and Housing, November, 1980.

TABLE V-VI

COMPARISON OF NUMBER OF HOUSING UNITS BY SCHOOL DISTRICT IN BOSTON SMSA BETWEEN 1970 AND 1980

| School District | Housing Units | | Percent Change |
|---|---|---|---|
| | 1970 | 1980* | |
| Lynnfield | 3,011 | 3,572 | +18.63 |
| Malden | 19,293 | 21,478 | +11.33 |
| Manchester | 1,814 | 2,143 | +18.14 |
| Marblehead | 7,599 | 8,327 | + 9.58 |
| Marshfield | 5,359 | 8,608 | +60.63 |
| Medfield | 2,381 | 3,152 | +32.38 |
| Medford | 19,860 | 20,621 | + 3.83 |
| Melrose | 10,219 | 10,938 | + 7.04 |
| Middleton | 1,254 | 1,529 | +21.93 |
| Millis | 1,553 | 2,335 | +50.35 |
| Milton | 8,058 | 8,566 | + 6.30 |
| Nahant | 1,397 | 1,548 | +10.81 |
| Natick | 8,984 | 10,454 | +16.36 |
| Needham | 8,674 | 9,478 | + 9.27 |

*1980 Housing Units are preliminary counts.

Source: U.S. Department of Commerce, Bureau of the Census, Preliminary Reports: 1980 Census of Population and Housing, November, 1980.

TABLE V-VI

COMPARISON OF NUMBER OF HOUSING UNITS BY SCHOOL DISTRICT IN BOSTON SMSA BETWEEN 1970 AND 1980

| School District | Housing Units | | Percent Change |
|---|---|---|---|
| | 1970 | 1980* | |
| Newton | 27,535 | 29,063 | + 5.55% |
| Norfolk | 1,139 | 1,677 | +47.23 |
| North Reading | 3,045 | 3,705 | +21.67 |
| Norwell | 2,119 | 2,825 | +33.32 |
| Norwood | 9,321 | 10,611 | +13.84 |
| Peabody | 14,418 | 16,262 | +12.79 |
| Pembroke | 3,373 | 4,282 | +26.95 |
| Quincy | 29,173 | 34,417 | +17.98 |
| Randolph | 7,381 | 9,615 | +30.27 |
| Reading | 6,466 | 7,487 | +15.79 |
| Revere | 14,635 | 17,194 | +17.49 |
| Rockland | 4,257 | 4,991 | +17.24 |
| Salem | 14,119 | 15,930 | +12.83 |
| Saugus | 7,326 | 8,308 | +13.40 |

*1980 Housing Units are preliminary counts.

Source: U.S. Department of Commerce, Bureau of the Census, Preliminary Reports: 1980 Census of Population and Housing, November, 1980.

TABLE V-VI

COMPARISON OF NUMBER OF HOUSING UNITS BY SCHOOL DISTRICT IN BOSTON SMSA BETWEEN 1970 AND 1980

| School District | Housing Units | | Percent Change |
|---|---|---|---|
| | 1970 | 1980* | |
| Scituate | 5,617 | 6,790 | +20.88% |
| Sharon | 3,470 | 4,420 | +27.38 |
| Sherborn | 894 | 1,233 | +37.92 |
| Somerville | 29,757 | 30,949 | + 4.01 |
| Stoneham | 6,514 | 7,646 | +17.38 |
| Sudbury | 3,394 | 4,207 | +23.95 |
| Swampscott | 4,399 | 5,236 | +19.03 |
| Topsfield | 1,405 | 1,788 | +27.26 |
| Wakefield | 7,853 | 8,816 | +12.26 |
| Walpole | 4,838 | 5,772 | +19.31 |
| Waltham | 18,560 | 21,030 | +13.31 |
| Watertown | 12,842 | 13,576 | + 5.72 |
| Wayland | 3,669 | 4,081 | +11.23 |
| Wellesley | 7,951 | 8,517 | + 7.12 |

*1980 Housing Units are preliminary counts. 17-4

Source: U.S. Department of Commerce, Bureau of the Census, Preliminary Reports: 1980 Census of Population and Housing, November, 1980.

COMPARISON OF NUMBER OF HOUSING UNITS BY SCHOOL DISTRICT IN BOSTON SMSA BETWEEN 1970 AND 1980

| School District | Housing Units | | Percent Change |
|---|---|---|---|
| | 1970 | 1980* | |
| Wenham | 982 | 1,119 | +13.95% |
| Weston | 2,785 | 3,321 | +19.25 |
| Westwood | 3,570 | 4,225 | +18.35 |
| Weymouth | 15,996 | 19,871 | +24.22 |
| Wilmington | 4,429 | 5,109 | +15.35 |
| Winchester | 6,543 | 6,919 | + 5.75 |
| Winthrop | 6,894 | 7,640 | +10.82 |
| Woburn | 10,794 | 12,682 | +17.49 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*1980 Housing Units are preliminary counts.
Source: U.S. Department of Commerce, Bureau of the Census, Preliminary Reports: 1980 Census of Population and Housing, November, 1980.

Table V-VII

SELECTED HOUSING CHARACTERISTICS OF SCHOOL DISTRICTS IN BOSTON SMSA: 1978

| School District | Total Number of Households | # of Family Households in Need of Assistance | # of Assisted Family Units Available | % of Family Households Assistance Needs Met |
|---|---|---|---|---|
| Arlington | 17,626 | 1,890 | 433 | 22.9 |
| Ashland | 2,438 | 210 | 37 | 17.6 |
| Bedford | 3,273 | 338 | 85 | 25.2 |
| Belmont | 9,323 | 950 | 100 | 10.5 |
| Beverly | 11,565 | 996 | 194 | 19.5 |
| Boston | 217,622 | 44,807 | 35,389 | 79.0 |
| Braintree | 9,548 | 367 | 427 | 116.4 |
| Brookline | 22,810 | 2,093 | 786 | 37.6 |
| Burlington | 5,237 | 564 | 16 | 2.8 |
| Cambridge | 36,411 | 6,366 | 4,702 | 73.9 |
| Canton | 4,566 | 455 | 47 | 10.3 |
| Chelsea | 9,929 | 1,375 | 889 | 64.7 |
| Cohasset | 2,082 | 231 | 0 | 0 |
| Concord | 4,339 | 331 | 51 | 15.4 |

Source: Metropolitan Area Planning Council (MAPC), Areawide Housing Opportunity Plan: Volume Two, Tab 1.A.3; 2.A.1; and 2.A.2.

SELECTED HOUSING CHARACTERISTICS OF SCHOOL DISTRICTS IN BOSTON SMSA: 1978

| School District | Total Number of Households | # of Family Households in Need of Assistance | # of Assisted Family Units Available | % of Family Households Assistance Needs Met |
|---|---|---|---|---|
| Danvers | 7,133 | 684 | 13 | 1.9 |
| Dedham | 7,669 | 836 | 186 | 22.3 |
| Dover | 1,260 | 123 | 0 | 0 |
| Duxbury | 2,251 | 218 | 8 | 3.7 |
| Everett | 13,761 | 1,597 | 592 | 37.1 |
| Framingham | 18,991 | 1,717 | 1,462 | 85.2 |
| Hamilton | 1,829 | 227 | 0 | 0 |
| Hanover | 2,558 | 225 | 1 | 0.4 |
| Hingham | 5,160 | 438 | 0 | 0 |
| Holbrook | 3,174 | 396 | 1 | 0.3 |
| Hull | 2,763 | 540 | 29 | 5.4 |
| Lexington | 8,748 | 695 | 92 | 13.2 |
| Lincoln | 1,890 | 203 | 72 | 35.5 |
| Lynn | 30,959 | 4,687 | 2,029 | 43.3 |

Source: Metropolitan Area Planning Council (MAPC), Areawide Housing Opportunity Plan: Volume Two, Tab 1.A.3; 2.A.1; and 2.A.2.

TABLE V-VII

SELECTED HOUSING CHARACTERISTICS OF SCHOOL DISTRICTS IN BOSTON SMSA: 1978

| School District | Total Number of Households | # of Family Households in Need of Assistance | # of Assisted Family Units Available | % of Family Households Assistance Needs Met |
|---|---|---|---|---|
| Lynnfield | 2,971 | 313 | 0 | 0 |
| Malden | 18,802 | 2,215 | 1,269 | 57.3 |
| Manchester | 1,597 | 237 | 0 | 0 |
| Marblehead | 7,156 | 756 | 76 | 10.1 |
| Marshfield | 4,125 | 462 | 23 | 5.0 |
| Medfield | 2,330 | 179 | 31 | 17.3 |
| Medford | 19,547 | 1,482 | 821 | 55.4 |
| Melrose | 10,043 | 759 | 125 | 16.5 |
| Middleton | 1,124 | 145 | 0 | 0 |
| Millis | 1,516 | 131 | 3 | 2.3 |
| Milton | 7,937 | 674 | 0 | 0 |
| Nahant | 1,239 | 175 | 14 | 8.0 |
| Natick | 8,858 | 968 | 109 | 11.3 |
| Needham | 8,610 | 851 | 118 | 13.9 |

Source: Metropolitan Area Planning Council (MAPC), Areawide Housing Opportunity Plan: Volume Two, Tab 1.A.3; 2.A.1; and 2.A.2.

TABLE V-VII

SELECTED HOUSING CHARACTERISTICS OF SCHOOL DISTRICTS IN BOSTON SMSA: 1978

| School District | Total Number of Households | # of Family Households in Need of Assistance | # of Assisted Family Units Available | % of Family Households Assistance Needs Me |
|---|---|---|---|---|
| Newton | 26,958 | 2,279 | 482 | 21.2 |
| Norfolk | 1,041 | 147 | 2 | 1.4 |
| North Reading | 2,945 | 280 | 8 | 2.9 |
| Norwell | 2,048 | 190 | 3 | 1.6 |
| Norwood | 9,091 | 904 | 125 | 13.8 |
| Peabody | 14,142 | 1,228 | 295 | 24.0 |
| Pembroke | 2,992 | 252 | 28 | 11.1 |
| Quincy | 28,488 | 2,355 | 1,767 | 75.0 |
| Randolph | 7,291 | 713 | 5 | 0.7 |
| Reading | 6,386 | 396 | 45 | 11.4 |
| Revere | 14,026 | 1,851 | 625 | 33.8 |
| Rockland | 4,166 | 278 | 206 | 74.1 |
| Salem | 13,631 | 1,087 | 1,101 | 101.3 |
| Saugus | 7,226 | 517 | 283 | 54.7 |

Source: Metropolitan Area Planning Council (MAPC), Areawide Housing Opportunity Plan: Volume Two, Tab 1.A.3; 2.A.1; and 2.A.2.

TABLE V-VII

SELECTED HOUSING CHARACTERISTICS OF SCHOOL DISTRICTS IN BOSTON SMSA: 1978

| School District | Total Number of Households | # of Family Households in Need of Assistance | # of Assisted Family Units Available | % of Family Households Assistance Needs Met |
|---|---|---|---|---|
| Scituate | 4,553 | 388 | 70 | 18.0 |
| Sharon | 3,404 | 267 | 1 | 0.4 |
| Sherborn | 873 | 134 | 0 | 0 |
| Somerville | 28,999 | 4,772 | 1,814 | 38.0 |
| Stoneham | 6,395 | 458 | 270 | 59.0 |
| Sudbury | 3,274 | 269 | 13 | 4.8 |
| Swampscott | 4,308 | 425 | 36 | 8.5 |
| Topsfield | 1,355 | 157 | 0 | 0 |
| Wakefield | 7,699 | 611 | 95 | 15.6 |
| Walpole | 4,770 | 521 | 3 | 0.6 |
| Waltham | 18,210 | 2,241 | 641 | 28.6 |
| Watertown | 12,653 | 1,878 | 281 | 15.0 |
| Wayland | 3,609 | 342 | 45 | 18.5 |
| Wellesley | 7,815 | 659 | 106 | 16.1 |

Source: Metropolitan Area Planning Council (MAPC), Areawide Housing Opportunity Plan: Volume Two, Tab 1.A.3; 2.A.1; and 2.A.2.

TABLE V-VII

SELECTED HOUSING CHARACTERISTICS OF SCHOOL DISTRICTS IN BOSTON SMSA: 1978

| School District | Total Number of Households | # of Family Households in Need of Assistance | # of Assisted Family Units Available | % of Family Households Assistance Needs Met |
|---|---|---|---|---|
| Wenham | 952 | 126 | 0 | 0 |
| Weston | 2,751 | 306 | 0 | 0 |
| Westwood | 3,530 | 344 | 0 | 0 |
| Weymouth | 15,587 | 1,121 | 896 | 79.9 |
| Wilmington | 4,337 | 381 | 8 | 2.1 |
| Winchester | 6,436 | 675 | 0 | 0 |
| Winthrop | 6,392 | 774 | 166 | 21.5 |
| Woburn | 10,598 | 1,034 | 310 | 30.0 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total | 859,701 | 113,167 | 59,960 | 53.0 |

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Source: Metropolitan Area Planning Council (MAPC), Areawide Housing Opportunity Plan: Volume Two, Tab 1.A.3; 2.A.1; and 2.A.2.

TABLE V-VIII

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1979-80

| SCHOOL DISTRICT | METCO (79-80) | TOTAL | | TOTAL MINORITY | | AMERICAN INDIAN | | BLACK | | ASIAN | | HISPANIC | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| Arlington* | (68) | 6,245 | 100% | 272 | 4.35% | 1 | .02% | 91 | 1.46% | 117 | 1.87% | 63 | 1.00% |
| Ashland | | 1,859 | 100 | 34 | 1.83 | 0 | 0 | 28 | 1.51 | 4 | .21 | 2 | .11 |
| Bedford * | (33) | 2,920 | 100 | 159 | 5.44 | 3 | .10 | 89 | 3.05 | 38 | 1.30 | 29 | .99 |
| Belmont * | (80) | 4,066 | 100 | 218 | 5.36 | 1 | .02 | 100 | 2.46 | 94 | 2.31 | 23 | .56 |
| Beverly | | 6,202 | 100 | 137 | 2.21 | 32 | .52 | 68 | 1.10 | 22 | .35 | 15 | .24 |
| Boston | | 69,973 | 100 | 43,605 | 62.31 | 352 | .50 | 31,651 | 45.23 | 2,699 | 3.86 | 8,903 | 12.72 |
| Braintree * | (76) | 7,181 | 100 | 131 | 1.82 | 11 | .15 | 77 | 1.07 | 29 | .40 | 14 | .20 |
| Brookline * | (303) | 6,246 | 100 | 1,330 | 21.30 | 3 | .05 | 569 | 9.11 | 612 | 9.80 | 146 | 2.34 |
| Burlington | | 5,364 | 100 | 134 | 10.91 | 1 | .02 | 34 | .59 | 78 | 1.35 | 21 | .4 |
| Cambridge | | 9,220 | 100 | 3,117 | 33.81 | 15 | .16 | 2,163 | 23.46 | 228 | 2.47 | 711 | 7.72 |
| Canton | | 3,718 | 100 | 51 | 1.37 | 0 | 0 | 38 | 1.02 | 10 | .27 | 3 | .08 |
| Chelsea | | 3,591 | 100 | 1,080 | 30.08 | 7 | .20 | 110 | 3.06 | 34 | .95 | 929 | 25.87 |
| Cohasset * | (48) | 1,622 | 100 | 54 | 3.23 | 0 | 0 | 46 | 2.84 | 5 | .31 | 3 | .18 |
| Concord * | (93) | 2,180 | 100 | 169 | 7.75 | 5 | .23 | 110 | 5.04 | 27 | 1.24 | 27 | 1.24 |
| Danvers | | 4,105 | 100 | 31 | .76 | 0 | 0 | 9 | .22 | 16 | .39 | 6 | .15 |
| Dedham | | 4,696 | 100 | 34 | .72 | 0 | 0 | 3 | .06 | 25 | .53 | 6 | .13 |
| Dover * | (5) | 513 | 100 | 16 | 3.12 | 0 | 0 | 9 | 1.75 | 6 | 1.17 | 1 | .20 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979

NOTE: *METCO - Parentheses indicate the number of METCO students

TABLE V-VIII

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1979-80

| SCHOOL DISTRICT | METCO (79-80) | TOTAL | | TOTAL MINORITY | | AMERICAN INDIAN | | BLACK | | ASIAN | | HISPANIC | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| Duxbury | | 3,221 | 100% | 61 | 1.89% | 1 | .03% | 48 | 1.49% | 10 | .31% | 2 | .06% |
| Everett | | 5,803 | 100 | 140 | 2.41 | 1 | .02 | 72 | 1.24 | 9 | .15 | 58 | 1.00 |
| Framingham * | (144) | 11,282 | 100 | 1,149 | 10.18 | 5 | .04 | 418 | 3.70 | 151 | 1.34 | 575 | 5.10 |
| Hanover | | 3,028 | 100 | 52 | 1.72 | 7 | .23 | 18 | .60 | 23 | .76 | 4 | .13 |
| Hingham * | (65) | 4,737 | 100 | 104 | 2.19 | 0 | 0 | 82 | 1.73 | 18 | .38 | 4 | .08 |
| Holbrook | | 2,169 | 100 | 71 | 3.27 | 0 | 0 | 42 | 1.94 | 10 | .46 | 19 | .87 |
| Hull | | 2,353 | 100 | 13 | .55 | 1 | .04 | 3 | .13 | 6 | .25 | 3 | .13 |
| Lexington * | (280) | 6,502 | 100 | 634 | 9.75 | 4 | .06 | 346 | 5.32 | 223 | 3.43 | 61 | .94 |
| Lincoln * | (108) | 1,159 | 100 | 242 | 20.88 | 66 | 5.70 | 105 | 9.06 | 31 | 2.67 | 40 | 3.45 |
| Lynn | | 13,914 | 100 | 1,624 | 11.67 | 18 | .13 | 1,023 | 7.35 | 42 | .30 | 541 | 3.89 |
| Lynnfield* | (18) | 2,608 | 100 | 40 | 1.54 | 0 | 0 | 20 | .77 | 20 | .77 | 0 | 0 |
| Malden | | 8,483 | 100 | 362 | 4.27 | 6 | .07 | 255 | 3.01 | 52 | .61 | 49 | .58 |
| Manchester | | 1,066 | 100 | 12 | 1.13 | 1 | .09 | 4 | .38 | 7 | .66 | 0 | 0 |
| Marblehead * | (67) | 3,550 | 100 | 116 | 3.27 | 17 | .48 | 62 | 1.75 | 29 | .82 | 8 | .22 |
| Marshfield | | 5,278 | 100 | 70 | 1.33 | 1 | .02 | 38 | .72 | 14 | .27 | 17 | .32 |
| Medfield | | 2,490 | 100 | 25 | 1.00 | 0 | 0 | 9 | .36 | 12 | .48 | 4 | .16 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979

NOTE: METCO - Parentheses indicate the number of METCO students.

TABLE V-VIII

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1979-80

| SCHOOL DISTRICT | METCO (79-80) | TOTAL | | TOTAL MINORITY | | AMERICAN INDIAN | | BLACK | | ASIAN | | HISPANIC | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| Medford * | (107) | 8,587 | 100% | 370 | 4.13% | 1 | .01% | 305 | 3.55% | 46 | .54% | 18 | .21% |
| Melrose | | 5,512 | 100 | 154 | .03 | 4 | .07 | 115 | 2.09 | 31 | .56 | 4 | .1 |
| Middleton | | 433 | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Millis | | 1,509 | 100 | 8 | .53 | 0 | 0 | 5 | .33 | 0 | 0 | 3 | .20 |
| Milton | | 3,618 | 100 | 107 | .03 | 0 | 0 | 73 | .02 | 19 | .5 | 15 | .4 |
| Nahant | | 429 | 100 | 1 | .23 | 0 | 0 | 1 | .23 | 0 | 0 | 0 | 0 |
| Natick * | (50) | 5,987 | 100 | 235 | 3.92 | 3 | .05 | 130 | 2.17 | 59 | .98 | 43 | .72 |
| Needham * | (133) | 5,523 | 100 | 221 | 4.00 | 1 | .02 | 138 | 2.50 | 68 | 1.23 | 14 | .25 |
| Newton * | (415) | 13,050 | 100 | 1,217 | 9.32 | 7 | .05 | 695 | 5.32 | 357 | 2.74 | 158 | 1.21 |
| Norfolk | | 760 | 100 | 10 | 1.32 | 0 | 0 | 4 | .53 | 6 | .79 | 0 | 0 |
| North Reading | | 2,628 | 100 | 22 | .83 | 0 | 0 | 5 | .19 | 9 | .34 | 8 | .30 |
| Norwell | | 2,395 | 100 | 42 | 1.75 | 0 | 0 | 17 | .71 | 22 | .92 | 3 | .12 |
| Norwood | | 5,100 | 100 | 76 | 1.49 | 7 | .14 | 22 | .43 | 34 | .67 | 13 | .25 |
| Peabody | | 8,724 | 100 | 248 | 2.84 | 0 | 0 | 59 | .67 | 33 | .38 | 156 | 1.79 |
| Pembroke | | 1,853 | 100 | 44 | .02 | 0 | 0 | 10 | .005 | 5 | .003 | 29 | .01 |
| Quincy | | 12,904 | 100 | 179 | 1.39 | 6 | .05 | 22 | .17 | 133 | 1.03 | 18 | .14 |
| Randolph | | 5,440 | 100 | 295 | 5.42 | 2 | .04 | 208 | 3.82 | 40 | .73 | 45 | .83 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979
NOTE: METCO - Parentheses indicate the number of METCO students.

TABLE V-VIII

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1979-80

| SCHOOL DISTRICT | | TOTAL | | TOTAL MINORITY | | AMERICAN INDIAN | | BLACK | | ASIAN | | HISPANIC | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | METCO (1979-80) | # | % | # | % | # | % | # | % | # | % | # | % |
| Reading * | (102) | 5,088 | 100 % | 139 | 2.73% | 0 | 0 % | 102 | 2.00 % | 22 | .43% | 15 | .30% |
| Revere | | 6,571 | 100 | 52 | .78 | 2 | .03 | 16 | .24 | 16 | .24 | 18 | .27 |
| Rockland * | (36) | 3,356 | 100 | 148 | 4.41 | 2 | .06 | 128 | 3.81 | 5 | .15 | 13 | .39 |
| Salem | | 5,586 | 100 | 331 | 5.92 | 6 | .11 | 65 | 1.16 | 27 | .48 | 233 | 4.17 |
| Saugus | | 4,924 | 100 | 55 | 1.12 | 3 | .06 | 24 | .49 | 15 | .31 | 13 | .26 |
| Scituate * | (40) | 4,021 | 100 | 69 | 1.7 | 0 | 0 | 53 | 1.32 | 13 | .32 | 3 | .1 |
| Sharon * | (72) | 3,145 | 100 | 196 | 6.23 | 0 | 0 | 146 | 4.64 | 32 | 1.02 | 18 | .57 |
| Sherborn * | (7) | 514 | 100 | 12 | 2.32 | 1 | .19 | 7 | 1.36 | 3 | .58 | 1 | .19 |
| Somerville | | 9,803 | 100 | 418 | 4.26 | 10 | .10 | 184 | 1.88 | 67 | .68 | 157 | 1.60 |
| Stoneham | | 3,817 | 100 | 48 | 1.26 | 0 | 0 | 8 | .21 | 16 | .42 | 24 | .63 |
| Sudbury * | (70) | 2,424 | 100 | 142 | 5.8 | 2 | .04 | 99 | 4.1 | 35 | 1.5 | 6 | .2 |
| Swampscott * | (60) | 2,564 | 100 | 75 | 2.9 | 0 | 0 | 64 | 2.50 | 9 | .35 | 2 | .01 |
| Topsfield | | 662 | 100 | 6 | .90 | 0 | 0 | 0 | 0 | 4 | .60 | 2 | .30 |
| Wakefield * | (19) | 4,455 | 100 | 53 | 1.18 | 2 | .04 | 31 | .70 | 18 | .40 | 2 | .04 |
| Walpole * | (42) | 3,609 | 100 | 56 | 1.5 | 5 | .14 | 41 | 1.13 | 4 | .11 | 6 | .A |
| Waltham | | 8,474 | 100 | 541 | 6.38 | 1 | .01 | 91 | 1.07 | 65 | .77 | 384 | 4.53 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979
NOTE: METCO - Parentheses indicate the number of METCO students.

TABLE V-VII

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1979-80

| SCHOOL DISTRICT | METCO (79-80) | TOTAL | | TOTAL MINORITY | | AMERICAN INDIAN | | BLACK | | ASIAN | | HISPANIC | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| Watertown | | 4,310 | 100 % | 139 | 3.22 % | 2 | .05 % | 28 | .65 % | 42 | .87 % | 67 | 1.55 % |
| Wayland * | 120) | 2,819 | 100 | 203 | 7.20 | 1 | .03 | 142 | 5.04 | 46 | 1.63 | 14 | .50 |
| Wellesley * | (180) | 4,384 | 100 | 279 | 6.36 | 0 | 0 | 209 | 4.77 | 53 | 1.21 | 17 | .38 |
| Westwood * | (25) | 3,003 | 100 | 54 | 1.79 | 0 | 0 | 25 | .83 | 25 | .83 | 4 | .13 |
| Weston * | (201) | 2,279 | 100 | 264 | 11.58 | 1 | .04 | 195 | 8.56 | 63 | 2.76 | 5 | .22 |
| Weymouth | | 11,177 | 100 | 123 | 1.10 | 2 | .02 | 70 | .63 | 33 | .29 | 18 | .16 |
| Wilmington | | 4,348 | 100 | 31 | .7 | | .04 | 14 | .32 | 14 | .32 | 0 | 0 |
| Winchester | | 4,039 | 100 | 143 | 3.54 | 14 | .35 | 36 | .89 | 81 | 2.00 | 12 | .30 |
| Winthrop | | 2,892 | 100 | 14 | .48 | 0 | 0 | 5 | .17 | 4 | .14 | 5 | .17 |
| Woburn | | 6,823 | 100 | 255 | 3.74 | 1 | .02 | 59 | .86 | 37 | .54 | 158 | 2.32 |
| Dover-Sherborn * | (27) | 1,115 | 100 | 31 | 2.78 | 0 | 0 | 27 | 2.42 | 3 | .27 | 1 | .09 |
| Hamilton-Wenham | | 2,021 | 100 | 14 | .69 | 0 | 0 | 8 | .39 | 3 | .15 | 3 | .15 |
| Lincoln Sudbury * | (86) | 1,542 | 100 | 112 | 7.26 | 0 | 0 | 96 | 6.22 | 10 | .65 | 6 | .39 |
| N. Shore Reg. Voc. | | 563 | 100 | 6 | 1.06 | 0 | 0 | 5 | .89 | 0 | 0 | 1 | .17 |
| TOTAL | | 422,122 | 100% | 62,525 | 14.81% | 648 | .15% | 41,533 | 9.83% | 6,328 | 1.49% | 9,019 | 2.14% |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979
NOTE: METCO - Parentheses indicate the number of METCO students.

Table V-1X

PUBLIC SCHOOL ENROLLMENT BY MINORITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority # | 1973-74 Minority % | 1979-80 Minority # | 1979-80 Minority % | School Enrollment # Change | % Change | Minority # Change | Minority % Change |
|---|---|---|---|---|---|---|---|---|---|---|
| Arlington | 8,893 | 6,245 | 183 | 2.1 | 272 | 4.4 | -2,648 | -29.78 | +89 | +48.63 |
| Ashland | 2,366 | 1,859 | 31 | 1.3 | 34 | 1.8 | -507 | -21.43 | +3 | +9.68 |
| Bedford | 3,950 | 2,920 | 184 | 4.7 | 159 | 5.4 | -1,030 | -26.08 | -25 | -13.59 |
| Belmont | 5,053 | 4,066 | 150 | 3.0 | 218 | 5.4 | -987 | -19.53 | +68 | +45.33 |
| Beverly | 8,339 | 6,202 | 114 | 1.4 | 137 | 2.2 | -2,137 | -25.63 | +23 | +20.18 |
| Boston | 93,738 | 69,973 | 38,823 | 41.4 | 43,605 | 62.3 | -23,765 | -25.35 | +4,782 | +12.32 |
| Braintree | 9,068 | 7,181 | 78 | .9 | 131 | 1.8 | -1,887 | -20.81 | +53 | +67.95 |
| Brookline | 6,135 | 6,246 | 713 | 11.6 | 1,330 | 21.3 | +111 | +1.81 | +617 | +86.54 |
| Burlington | 7,638 | 5,364 | 93 | 1.2 | 134 | .03 | -2,274 | -29.77 | + 41 | +44.09 |
| Cambridge | 10,352 | 9,220 | 2,242 | 21.7 | 3,117 | 33.8 | -1,132 | -10.94 | +875 | +39.03 |
| Canton | 4,499 | 3,718 | 41 | .9 | 51 | 1.4 | -781 | -17.36 | +10 | +24.39 |
| Chelsea | 4,457 | 3,591 | 714 | 16.0 | 1,080 | 30.1 | -866 | -19.43 | +366 | +51.26 |
| Cohasset | 1,950 | 1,622 | 33 | 1.7 | 54 | 3.2 | -328 | -16.82 | +21 | +63.64 |
| Concord | 2,963 | 2,180 | 69 | 2.3 | 169 | 7.8 | -783 | -26.42 | +100 | +144.93 |
| Danvers | 5,698 | 4,105 | 15 | .3 | 31 | .8 | -1,593 | -27.95 | +16 | +106.67 |
| Dedham | 6,194 | 4,696 | 28 | .5 | 34 | .7 | -1,498 | -24.18 | +6 | +21.43 |

Sources: Massachusetts State Department of Education, Enrollment by Classification, Exhibit II, 1973-74 and Massachusetts Department of Education, Bureau of Data, Individual School Report, October, 1979.



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TABLE V-IX

PUBLIC SCHOOL ENROLLMENT BY MINORITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority # | 1973-74 Minority % | 1979-80 Minority # | 1979-80 Minority % | School Enrollment # Change | School Enrollment % Change | Minority # Change | Minority % Change |
|---|---|---|---|---|---|---|---|---|---|---|
| Dover | 582 | 513 | 6 | 1.0 | 16 | 3.1 | -69 | -.12 | +10 | +166.67 |
| Duxbury | 3,001 | 3,221 | 72 | 2.4 | 61 | 1.9 | +220 | +7.33 | -11 | -15.28 |
| Everett | 6,895 | 5,803 | 130 | 1.9 | 140 | 2.4 | -1,092 | -15.83 | +10 | +7.62 |
| Framingham | 12,306 | 11,282 | 3,182 | 25.9 | 1,149 | 10.2 | -1,024 | -8.32 | -2,033 | -63.89 |
| Hamilton | 1,243 | * | 2 | .2 | | | NA | NA | NA | NA |
| Hanover | 3,375 | 3,028 | 39 | 1.2 | 52 | 1.7 | -347 | -10.28 | +13 | +33.33 |
| Hingham | 5,441 | 4,737 | 82 | 1.5 | 104 | 2.2 | -704 | -12.94 | +34 | +41.46 |
| Holbrook | 2,884 | 2,169 | 70 | 2.4 | 71 | 3.3 | -715 | -24.79 | +1 | +1.43 |
| Hull | 3,001 | 2,353 | 14 | .5 | 13 | .6 | -648 | -21.59 | -1 | -7.14 |
| Lexington | 8,757 | 6,502 | 389 | 4.4 | 634 | 9.8 | -2,255 | -25.75 | +245 | +62.98 |
| Lincoln | 1,641 | 1,159 | 157 | 9.6 | 242 | 20.9 | -482 | -29.37 | +85 | +54.14 |
| Lynn | 15,226 | 13,914 | 1,114 | 7.3 | 1,624 | 11.7 | -1,312 | -8.62 | +510 | +45.78 |
| Lynnfield | 3,232 | 2,608 | 80 | 2.5 | 40 | 1.5 | -624 | -19.31 | -40 | -50.00 |
| Malden | 10,168 | 8,483 | 283 | 2.8 | 362 | 4.3 | -1,685 | -16.57 | +79 | +27.92 |
| Manchester | 1,287 | 1,066 | 2 | .2 | 12 | 1.1 | -221 | -17.17 | +10 | +500.00 |
| Marblehead | 4,643 | 3,550 | 43 | .9 | 116 | 3.3 | -1,093 | -23.54 | +73 | +169.77 |

Sources: Massachusetts State Department of Education, Enrollment by Classification, Exhibit II, 1973-74 and Massachusetts Department of Education, Bureau of Data, Individual School Report, October, 1979.

*Incorporated into Hamilton-Wenham School District.

TABLE V-IX

PUBLIC SCHOOL ENROLLMENT BY MINORITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority # | 1973-74 Minority % | 1979-80 Minority # | 1979-80 Minority % | School Enrollment # Change | % Change | Minority # Change | Minority % Change |
|---|---|---|---|---|---|---|---|---|---|---|
| Marshfield | 5,629 | 5,278 | 68 | 1.2 | 70 | 1.3 | -351 | -6.24 | +2 | +2.94 |
| Medfield | 2,875 | 2,490 | 11 | .4 | 25 | 1.0 | -385 | -13.39 | +14 | +127.27 |
| Medford | 11,328 | 8,587 | 409 | 3.6 | 370 | 4.3 | -2,741 | -24.20 | -39 | -9.54 |
| Melrose | 6,706 | 5,512 | 55 | .8 | 154 | 2.7 | -1,190 | -17.75 | +99 | +180.00 |
| Middleton | 604 | 433 | 0 | 0 | 0 | 0 | -171 | -28.31 | 0 | 0 |
| Millis | 1,750 | 1,509 | 6 | .3 | 8 | .5 | -241 | -13.77 | +2 | +33.33 |
| Milton | 4,440 | 3,618 | 58 | 1.0 | 107 | 3.0 | -822 | -18.51 | +49 | +84.48 |
| Nahant | 677 | 429 | 6 | .9 | 1 | .2 | -248 | -36.63 | -5 | -83.33 |
| Natick | 8,142 | 5,987 | 174 | 2.1 | 235 | 3.9 | -2,155 | -26.47 | +61 | +35.06 |
| Needham | 7,367 | 5,523 | 143 | 1.9 | 221 | 4.0 | -1,844 | -25.03 | +78 | +54.54 |
| Newton | 18,097 | 13,050 | 812 | 4.5 | 1,217 | 9.3 | -5,047 | -27.89 | +405 | +49.88 |
| Norfolk | 790 | 760 | 0 | 0 | 10 | 1.3 | -30 | -3.80 | +10 | +1,000.00 |
| No. Reading | 3,416 | 2,628 | 31 | .9 | 22 | .8 | -788 | -23.07 | -9 | -29.03 |
| Norwell | 2,649 | 2,395 | 15 | .6 | 42 | 1.8 | -254 | -9.59 | +27 | +180.00 |
| Norwood | 6,934 | 5,100 | 58 | .8 | 76 | 1.5 | -1,834 | -26.45 | +18 | +31.03 |
| Peabody | 11,272 | 8,724 | 178 | 1.6 | 248 | 2.8 | -2,548 | -22.60 | +70 | +39.32 |

Sources: Massachusetts State Department of Education, Enrollment by Classification, Exhibit II, 1973-74 and Massachusetts Department of Education, Bureau of Data, Individual School Report, October, 1979.

TABLE V-IX

PUBLIC SCHOOL ENROLLMENT BY MINORITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority # | 1973-74 Minority % | 1979-80 Minority # | 1979-80 Minority % | School Enrollment # Change | % Change | Minority # Change | Minority % Change |
|---|---|---|---|---|---|---|---|---|---|---|
| Pembroke | 2,244 | 1,053 | 12 | .5 | 44 | .2 | -391 | -17.42 | 32 | +266.60 |
| Quincy | 16,209 | 12,904 | 89 | .5 | 179 | 1.4 | -3,305 | -20.40 | +90 | +101.12 |
| Randolph | 6,935 | 5,440 | 178 | 2.6 | 295 | 5.4 | -1,495 | -21.56 | +117 | +65.73 |
| Reading | 6,231 | 5,088 | 35 | .6 | 139 | 2.7 | -1,143 | -18.34 | +104 | +297.14 |
| Revere | 7,805 | 6,571 | 34 | .4 | 52 | .8 | -1,234 | -15.83 | +18 | +52.94 |
| Rockland | 4,019 | 3,356 | 81 | 2.0 | 148 | 4.4 | -663 | -16.50 | +67 | +82.71 |
| Salem | 6,955 | 5,586 | 621 | 3.9 | 331 | 5.9 | -1,369 | -19.68 | -290 | -46.70 |
| Saugus | 6,286 | 4,924 | 29 | .5 | 55 | 1.1 | -1,362 | -21.67 | +26 | +89.66 |
| Scituate | 5,372 | 4,021 | 33 | .6 | 69 | 1.7 | -1,351 | -25.15 | + 36 | +109.09 |
| Sharon | 3,638 | 3,145 | 181 | 5.0 | 196 | 6.2 | -493 | -13.55 | +15 | +8.29 |
| Sherborn | 634 | 514 | 3 | .5 | 12 | 2.3 | -120 | -18.93 | +9 | +300.00 |
| Somerville | 12,921 | 9,803 | 397 | 3.1 | 418 | 4.3 | -3,118 | -24.13 | +21 | +5.29 |
| Stoneham | 4,590 | 3,817 | 50 | 1.1 | 48 | 1.26 | -773 | -15.97 | -2 | -4.00 |
| Sudbury | 3 466 | 2,424 | 57 | 1.6 | 142 | 5.8 | -1,042 | -30.06 | +85 | +149.12 |
| Swampscott | 3,201 | 2,564 | 46 | 1.4 | 75 | 2.9 | -637 | -19.90 | +29 | + 63.04 |
| Topsfield | 871 | 662 | 9 | 1.0 | 6 | .9 | -209 | -24.00 | -3 | -33.33 |

Sources: Massachusetts State Department of Education, Enrollment by Classification, Exhibit II, 1973-74 and Massachusetts Department of Education, Bureau of Data, Individual School Report, October, 1979.

TABLE V-1X

PUBLIC SCHOOL ENROLLMENT BY MINORITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority # | 1973-74 Minority % | 1979-80 Minority # | 1979-80 Minority % | School Enrollment # Change | % Change | Minority # Change | Minority % Change |
|---|---|---|---|---|---|---|---|---|---|---|
| Wakefield | 5,257 | 4,455 | 51 | 1.0 | 53 | 1.2 | -802 | -15.26 | +3 | +5.88 |
| Walpole | 5,047 | 3,609 | 59 | 1.2 | 56 | 15.0 | -1,418 | -28.10 | -3 | -5.08 |
| Waltham | 11,211 | 8,474 | 256 | 2.3 | 541 | 6.4 | -2,737 | -24.41 | +285 | +111.33 |
| Watertown | 5,866 | 4,310 | 110 | 1.9 | 139 | 3.2 | -1,556 | -26.52 | +29 | +26.36 |
| Wayland | 3,743 | 2,819 | 83 | 2.2 | 203 | 7.2 | -924 | -24.69 | +120 | +144.58 |
| Wellesley | 5,871 | 4,384 | 162 | 2.8 | 279 | 6.4 | -1,487 | -25.33 | +117 | +72.22 |
| Wenham | 561 | * | 2 | .4 | | | NA | NA | NA | NA |
| Weston | 2,886 | 2,279 | 119 | 4.1 | 264 | 11.6 | -607 | -21.03 | +145 | +121.85 |
| Westwood | 3,708 | 3,003 | 32 | .9 | 54 | 1.8 | -705 | -19.01 | +22 | +68.75 |
| Weymouth | 14,357 | 11,177 | 119 | .8 | 123 | 1.1 | -3,180 | -22.15 | +4 | +3.36 |
| Wilmington | 5,519 | 4,348 | 40 | .7 | 31 | .7 | -1,175 | -21.29 | -9 | -22.50 |
| Winchester | 5,448 | 4,039 | 53 | 1.0 | 143 | 3.5 | -1,409 | -25.86 | +90 | +169.81 |
| Winthrop | 3,761 | 2,892 | 19 | .5 | 14 | .5 | -869 | -23.10 | -5 | -26.32 |
| Woburn | 9,831 | 6,823 | 194 | 2.0 | 255 | 3.7 | -3,008 | -30.60 | +61 | +31.44 |
| | | | | | | | | | | |
| Dover-Sherborn | 1,102 | 1,115 | 18 | 1.6 | 31 | 2.8 | +13 | +1.18 | +13 | +72.22 |

Sources: Massachusetts State Department of Education, Enrollment by Classification, Exhibit II, 1973-74 and Massachusetts Department of Education, Bureau of Data, Individual School Report, October, 1979.

*Incorporated into the Hamilton-Wenham School District.

TABLE V-1X

PUBLIC SCHOOL ENROLLMENT BY MINORITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority # | 1973-74 Minority % | 1979-80 Minority # | 1979-80 Minority % | School Enrollment # Change | % Change | Minority # Change | Minority % Change |
|---|---|---|---|---|---|---|---|---|---|---|
| Hamilton-Wenham | 893 | 2,021 | 10 | 1.1 | 14 | .7 | +1,123 | +125.76 | +4 | +40.00 |
| Lincln-Sudbury | 1,959 | 1,542 | 64 | 3.3 | 112 | 7.3 | -417 | -21.29 | +48 | +75.00 |
| Massachusetts Experimental School | 297 | * | 241 | 81.1 | | | NA | NA | NA | NA |
| No. Shore Reg. Voc. Tech. | ** | 563 | | | 6 | 1.1 | NA | NA | NA | NA |
| | | | | | | | | | | |
| TOTAL: | | | | | | | | | | |
| Boston SMSA Metro Area | 536,345 | 422,122 | 54,607 | 10.2 | 62,525 | 14.81 | 114,223 | -21.30 | +7,838 | +14.33 |

Sources: Massachusetts State Department of Education, Enrollment by Classification, Exhibit II, 1973-74 and Massachusetts Department of Education, Bureau of Data, Individual School Report, October, 1979.

*No longer in existence.

**The school was not in existence in 1973-74.





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TABLE V-X

PUBLIC SCHOOL ENROLLMENT BY RACE ANDETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority | | 1979-80 Minority | | 1973-74 Am. Indian | | 1979-80 Am. Indian | | 1973-74 Black | | 1979-80 Black | | 1973-74 Asian | | 1979-80 Asian | | 1973-74 Hispanic | | 1979-80 Hispanic | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Arlington | 8,893 | 6,245 | 183 | 2.1 | 272 | 4.4 | 2 | .0 | 1 | .02 | 80 | .9 | 91 | 1.5 | 46 | .5 | 117 | 1.9 | 55 | .6 | 63 | 1.0 |
| Ashland | 2,366 | 1,859 | 31 | 1.3 | 34 | 1.8 | 0 | 0 | 0 | 0 | 25 | 1.1 | 28 | 1.5 | 1 | .0 | 4 | .2 | 5 | .2 | 2 | .1 |
| Bedford | 3,950 | 2,920 | 184 | 4.7 | 159 | 5.4 | 2 | .1 | 3 | .1 | 106 | 2.7 | 89 | 3.0 | 24 | .6 | 38 | 1.3 | 52 | 1.3 | 29 | 1.0 |
| Belmont | 5,053 | 4,066 | 150 | 3.0 | 218 | 5.4 | 5 | .1 | 1 | .02 | 67 | 1.3 | 100 | 2.5 | 60 | 1.2 | 94 | 2.3 | 18 | .4 | 23 | .6 |
| Beverly | 8,339 | 6,202 | 114 | 1.4 | 137 | 2.2 | 2 | .0 | 32 | .5 | 43 | .5 | 68 | 1.1 | 21 | .3 | 22 | .4 | 48 | .6 | 15 | .2 |
| Boston | 93,738 | 69,973 | 38,823 | 41.4 | 43,605 | 62.3 | 116 | .1 | 352 | .5 | 30,974 | 33.0 | 31,651 | 45.2 | 1,883 | 2.0 | 2,699 | 3.9 | 5,850 | 6.2 | 8,903 | 12.7 |
| Braintree | 9,068 | 7,181 | 78 | .9 | 131 | 1.8 | 10 | .1 | 11 | .2 | 50 | .6 | 77 | 1.1 | 11 | .1 | 29 | .4 | 7 | .1 | 14 | .2 |
| Brookline | 6,135 | 6,246 | 713 | 11.6 | 1,330 | 21.3 | 2 | .0 | 3 | .05 | 309 | 5.0 | 569 | 9.1 | 346 | 5.6 | 612 | 9.8 | 56 | .9 | 146 | 2.3 |
| Burlington | 7,638 | 5,364 | 93 | 1.2 | 134 | .0 | 1 | .0 | 1 | .02 | 50 | .7 | 34 | .6 | 27 | .4 | 78 | 1.4 | 15 | .2 | 21 | .4 |
| Cambridge | 10,352 | 9,220 | 2,242 | 21.7 | 3,117 | 33.8 | 13 | .1 | 15 | .2 | 1,591 | 15.4 | 2,163 | 23.5 | 180 | 1.7 | 228 | 2.5 | 458 | 4.4 | 711 | 7.7 |
| Canton | 4,499 | 3,718 | 41 | .9 | 51 | 1.4 | 1 | .0 | 0 | 0 | 31 | .7 | 38 | 1.0 | 7 | .2 | 10 | .3 | 2 | .0 | 3 | .1 |
| Chelsea | 4,457 | 3,591 | 714 | 16.0 | 1,080 | 30.1 | 1 | .0 | 7 | .2 | 141 | 3.2 | 110 | 3.1 | 29 | .7 | 34 | 1.0 | 543 | 12.2 | 929 | 25.9 |
| Cohasset | 1,950 | 1,622 | 33 | 1.7 | 54 | 3.2 | 0 | 0 | 0 | 0 | 33 | 1.7 | 46 | 2.8 | 0 | 0 | 5 | .3 | 0 | 0 | 3 | .2 |
| Concord | 2,963 | 2,180 | 69 | 2.3 | 169 | 7.8 | 3 | .1 | 5 | .2 | 50 | 1.7 | 110 | 5.0 | 13 | .4 | 27 | 1.2 | 3 | .1 | 27 | 1.2 |
| Danvers | 5,698 | 4,105 | 15 | .3 | 31 | .8 | 0 | 0 | 0 | 0 | 6 | .1 | 9 | .2 | 6 | .1 | 16 | .4 | 3 | .1 | 6 | .2 |
| Dedham | 6,194 | 4,696 | 28 | .5 | 34 | .7 | 0 | 0 | 0 | 0 | 7 | .1 | 3 | .1 | 9 | .1 | 25 | .5 | 12 | .2 | 6 | .1 |

Sources: Massachusetts State Department of Education, Enrollment By Classification, Exhibit II, 1973-74, 1974, and Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979.

TABLE V-X

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority | | 1979-80 Minority | | 1973-74 Am. Indian | | 1979-80 Am. Indian | | 1973-74 Black | | 1979-80 Black | | 1973-74 Asian | | 1979-80 Asian | | 1973-74 Hispanic | | 1979-80 Hispanic | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Dover | 582 | 513 | 6 | 1.0 | 16 | 3.1 | 0 | 0 | 0 | 0 | 6 | 1.0 | 9 | 1.8 | 0 | 0 | 6 | 1.2 | 0 | 0 | 1 | .2 |
| Duxbury | 3,001 | 3,221 | 72 | 2.4 | 61 | 1.9 | 0 | 0 | 1 | .03 | 68 | 2.3 | 48 | 1.5 | 3 | .1 | 10 | .3 | 1 | .0 | 2 | .1 |
| Everett | 6,895 | 5,803 | 130 | 1.9 | 140 | 2.4 | 7 | .1 | 1 | .02 | 77 | 1.1 | 72 | 1.2 | 3 | .0 | 9 | .2 | 43 | .6 | 58 | 1.0 |
| Framingham | 12,306 | 11,282 | 3,182 | 25.9 | 1,149 | 10.2 | 8 | .1 | 5 | .04 | 333 | 2.7 | 418 | 3.7 | 83 | .7 | 151 | 1.3 | 2,758 | 22.4 | 575 | 5.1 |
| Hamilton | 1,243 | * | 2 | .2 | | | 0 | 0 | | | 1 | .1 | | | 1 | .1 | | | 0 | 0 | | |
| Hanover | 3,375 | 3,028 | 39 | 1.2 | 52 | 1.7 | 0 | 0 | 7 | .2 | 22 | .7 | 18 | .6 | 2 | .1 | 23 | .8 | 15 | .4 | 4 | .1 |
| Hingham | 5,441 | 4,737 | 82 | 1.5 | 104 | 2.2 | 0 | 0 | 0 | 0 | 79 | 1.5 | 82 | 1.7 | 3 | .1 | 18 | .4 | 0 | 0 | 4 | .1 |
| Holbrook | 2,884 | 2,169 | 70 | 2.4 | 71 | 3.3 | 0 | 0 | 0 | 0 | 51 | 1.8 | 42 | 1.9 | 11 | .4 | 10 | .5 | 8 | .3 | 19 | .9 |
| Hull | 3,001 | 2,353 | 14 | .5 | 13 | .6 | 0 | 0 | 1 | .04 | 10 | .3 | 3 | .1 | 4 | .1 | 6 | .2 | 0 | 0 | 3 | .1 |
| Lexington | 8,757 | 6,502 | 389 | 4.4 | 634 | 9.8 | 2 | .0 | 4 | .1 | 239 | 2.7 | 346 | 5.3 | 119 | 1.4 | 223 | 3.4 | 29 | .3 | 61 | .9 |
| Lincoln | 1,641 | 1,159 | 157 | 9.6 | 242 | 20.9 | 0 | 0 | 66 | 5.7 | 136 | 8.3 | 105 | 9.1 | 16 | 1.0 | 31 | 2.7 | 5 | .3 | 40 | 3.4 |
| Lynn | 15,226 | 13,914 | 1,114 | 7.3 | 1,624 | 11.7 | 5 | .0 | 18 | .1 | 847 | 5.6 | 1,023 | 7.4 | 32 | .2 | 42 | .3 | 230 | 1.5 | 541 | 3.9 |
| Lynnfield | 3,232 | 2,608 | 80 | 2.5 | 40 | 1.5 | 0 | 0 | 0 | 0 | 14 | .4 | 20 | .8 | 5 | .2 | 20 | .8 | 61 | 1.9 | 0 | 0 |
| Malden | 10,168 | 8,483 | 283 | 2.8 | 362 | 4.3 | 2 | .0 | 6 | .1 | 237 | 2.3 | 255 | 3.0 | 23 | .2 | 52 | .6 | 21 | .2 | 49 | .6 |
| Manchester | 1,287 | 1,066 | 2 | .2 | 12 | 1.1 | 0 | 0 | 1 | .1 | 2 | .2 | 4 | .4 | 0 | 0 | 7 | .7 | 0 | 0 | 0 | 0 |
| Marblehead | 4,643 | 3,550 | 43 | .9 | 116 | 3.3 | 0 | 0 | 17 | .5 | 35 | .8 | 62 | 1.8 | 7 | .2 | 29 | .8 | 1 | .0 | 8 | .2 |

Sources: Massachusetts State Department of Education, Enrollment By Classification, Exhibit II, 1973-74, 1974, and Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979.

*Incorporated into Hamilton-Wenham School District

TABLE V-X

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority | | 1979-80 Minority | | 1973-74 Am. Indian | | 1979-80 Am. Indian | | 1973-74 Black | | 1979-80 Black | | 1973-74 Asian | | 1979-80 Asian | | 1973-74 Hispanic | | 1979-80 Hispanic | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Marshfield | 5,629 | 5,278 | 68 | 1.2 | 70 | 1.3 | 0 | 0 | 1 | .02 | 47 | .8 | 38 | .7 | 4 | .1 | 14 | .3 | 17 | .3 | 17 | .3 |
| Medfield | 2,875 | 2,490 | 11 | .4 | 25 | 1.0 | 0 | 0 | 0 | 0 | 4 | .1 | 9 | .4 | 6 | .2 | 12 | .5 | 1 | .0 | 4 | .2 |
| Medford | 11,328 | 8,587 | 409 | 3.6 | 370 | 4.3 | 0 | 0 | 1 | .01 | 390 | 3.4 | 305 | 3.6 | 16 | .1 | 46 | 5 | 3 | .0 | 18 | .2 |
| Melrose | 6,706 | 5,512 | 55 | .8 | 154 | .3 | 4 | .1 | 4 | .1 | 7 | .1 | 115 | 2.1 | 32 | .5 | 31 | .6 | 12 | .2 | 4 | .1 |
| Middleton | 604 | 433 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Millis | 1,750 | 1,509 | 6 | .3 | 8 | .5 | 0 | 0 | 0 | 0 | 4 | .2 | 5 | .3 | 0 | 0 | 0 | 0 | 2 | .1 | 3 | .2 |
| Milton | 4,440 | 3,618 | 58 | 1.3 | 107 | .3 | 2 | .0 | 0 | 0 | 46 | 1.0 | 73 | 2.0 | 2 | .0 | 19 | .5 | 8 | .2 | 15 | .4 |
| Nahant | 677 | 429 | 6 | .9 | 1 | .2 | 0 | 0 | 0 | 0 | 2 | .3 | 1 | .2 | 0 | 0 | 0 | 0 | 4 | .6 | 0 | 0 |
| Natick | 8,142 | 5,987 | 174 | 2.1 | 235 | 3.9 | 4 | .0 | 3 | .1 | 130 | 1.6 | 130 | 2.2 | 18 | .2 | 59 | 1.0 | 22 | .3 | 43 | .7 |
| Needham | 7,367 | 5,523 | 143 | 1.9 | 221 | 4.0 | 1 | .0 | 1 | .02 | 86 | 1.2 | 138 | 2.5 | 47 | .6 | 68 | 1.2 | 9 | .1 | 14 | .2 |
| Newton | 18,097 | 13,050 | 812 | 4.5 | 1,217 | 9.3 | 8 | .0 | 7 | .1 | 475 | 2.6 | 695 | 5.3 | 237 | 1.3 | 357 | 2.7 | 92 | .5 | 158 | 1.2 |
| Norfolk | 790 | 760 | 0 | 0 | 10 | 1.3 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | .5 | 0 | 0 | 6 | .8 | 0 | 0 | 0 | 0 |
| No. Reading | 3,416 | 2,628 | 31 | .9 | 22 | .8 | 0 | 0 | 0 | 0 | 13 | .4 | 5 | .2 | 14 | .4 | 9 | .3 | 4 | .1 | 8 | .3 |
| Norwell | 2,694 | 2,395 | 15 | .6 | 42 | 1.8 | 0 | 0 | 0 | 0 | 9 | .3 | 17 | .7 | 0 | 0 | 22 | .9 | 6 | .2 | 3 | .1 |
| Norwood | 6,934 | 5,100 | 58 | .8 | 76 | 1.5 | 1 | .0 | 7 | .1 | 18 | .3 | 22 | .4 | 15 | .2 | 34 | .7 | 24 | .3 | 13 | .2 |
| Peabody | 11,272 | 8,724 | 178 | 1.6 | 248 | 2.8 | 0 | 0 | 0 | 0 | 62 | .6 | 59 | .7 | 13 | .1 | 33 | .4 | 103 | .9 | 156 | 1.8 |

Sources: Massachusetts State Department of Education, Enrollment By Classification, Exhibit II, 1973-74, 1974, and Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979.

TABLE V-X

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority | | 1979-80 Minority | | 1973-74 Am. Indian | | 1979-80 Am. Indian | | 1973-74 Black | | 1979-80 Black | | 1973-74 Asian | | 1979-80 Asian | | 1973-74 Hispanic | | 1979-80 Hispanic | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Pembroke | 2,244 | 1,853 | 12 | .5 | 44 | .02 | 1 | .0 | 0 | .0 | 10 | .4 | 10 | .5 | 1 | .0 | 5 | .3 | 0 | 0 | 29 | .0 |
| Quincy | 16,209 | 12,904 | 89 | .5 | 179 | 1.4 | 0 | 0 | 6 | .05 | 16 | .1 | 22 | .2 | 58 | .4 | 133 | 1.0 | 15 | .1 | 18 | .1 |
| Randolph | 6,935 | 5,440 | 178 | 2.6 | 295 | 5.4 | 2 | .0 | 2 | .04 | 145 | 2.1 | 208 | 3.8 | 10 | .1 | 40 | .7 | 21 | .3 | 45 | .8 |
| Reading | 6,231 | 5,088 | 35 | .6 | 139 | 2.7 | 0 | 0 | 0 | 0 | 27 | .4 | 102 | 2.0 | 5 | .1 | 22 | .4 | 3 | .0 | 15 | .3 |
| Revere | 7,805 | 6,571 | 34 | .4 | 52 | .8 | 0 | 0 | 2 | .03 | 9 | .1 | 16 | .2 | 4 | .1 | 16 | .2 | 21 | .3 | 18 | .3 |
| Rockland | 4,019 | 3,356 | 81 | 2.0 | 148 | 4.4 | 2 | .0 | 2 | .1 | 69 | 1.7 | 128 | 3.8 | 5 | .1 | 5 | .2 | 5 | .1 | 13 | .4 |
| Salem | 6,955 | 5,586 | 621 | 8.9 | 331 | 5.9 | 1 | .0 | 6 | .1 | 42 | .6 | 65 | 1.2 | 505 | 7.3 | 27 | .5 | 73 | 1.0 | 233 | 4.2 |
| Saugus | 6,286 | 4,924 | 29 | .5 | 55 | 1.1 | 0 | 0 | 3 | .1 | 20 | .3 | 24 | .5 | 5 | .1 | 15 | .3 | 4 | .1 | 13 | .3 |
| Scituate | 5,372 | 4,021 | 33 | .6 | 69 | 1.7 | 0 | 0 | 0 | 0 | 23 | .4 | 53 | 1.3 | 10 | .2 | 13 | .3 | 0 | 0 | 36 | .1 |
| Sharon | 3,638 | 3,145 | 181 | 5.0 | 196 | 6.2 | 0 | 0 | 0 | 0 | 165 | 4.5 | 146 | 4.6 | 10 | .3 | 32 | 1.0 | 6 | .2 | 18 | .6 |
| Sherborn | 634 | 514 | 3 | .5 | 12 | 2.3 | 0 | 0 | 1 | .2 | 1 | .2 | 7 | 1.4 | 2 | .3 | 3 | .6 | 0 | 0 | 1 | .2 |
| Somerville | 12,921 | 9,803 | 397 | 3.1 | 418 | 4.3 | 14 | .1 | 10 | .1 | 152 | 1.2 | 184 | 1.9 | 66 | .5 | 67 | .7 | 165 | 1.3 | 157 | 1.6 |
| Stoneham | 4,590 | 3,817 | 50 | 1.1 | 48 | 1.3 | 0 | 0 | 0 | 0 | 4 | .1 | 8 | .2 | 11 | .2 | 16 | .4 | 35 | .8 | 24 | .6 |
| Sudbury | 3,466 | 2,424 | 57 | 1.6 | 142 | 5.8 | 0 | 0 | 1 | .04 | 37 | 1.1 | 99 | 4.1 | 13 | .4 | 35 | 1.5 | 7 | .2 | 6 | |
| Swampscott | 3,201 | 2,564 | 46 | 1.4 | 75 | 2.9 | 0 | 0 | 0 | 0 | 41 | 1.3 | 64 | 2.5 | 4 | .1 | 9 | .4 | 1 | .0 | 2 | |
| Topsfield | 871 | 662 | 9 | 1.0 | 6 | .9 | 0 | 0 | 0 | 0 | 3 | .3 | 0 | 0 | 6 | .7 | 4 | .6 | 0 | 0 | 2 | .3 |

Sources: Massachusetts State Department of Education, Enrollment By Classification, Exhibit II, 1973-74, 1974, and Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979.

TABLE V-X

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority | | 1979-80 Minority | | 1973-74 Am. Indian | | 1979-80 Am. Indian | | 1973-74 Black | | 1979-80 Black | | 1973-74 Asian | | 1979-80 Asian | | 1973-74 Hispanic | | 1979-80 Hispanic | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Wakefield | 5,257 | 4,455 | 51 | 1.0 | 53 | 1.2 | 5 | .1 | 2 | .04 | 23 | .4 | 31 | .7 | 17 | .3 | 18 | .4 | 6 | .1 | 2 | .04 |
| Walpole | 5,047 | 3,609 | 59 | 1.2 | 56 | 1.5 | 0 | 0 | 5 | .1 | 32 | .6 | 41 | 1.1 | 8 | .2 | 4 | .1 | 19 | .4 | 56 | 1.4 |
| Waltham | 11,211 | 8,474 | 256 | 2.3 | 541 | 6.4 | 5 | .0 | 1 | .01 | 37 | .3 | 91 | 1.1 | 46 | .4 | 65 | .8 | 168 | 1.5 | 384 | 4.5 |
| Watertown | 5,866 | 4,310 | 110 | 1.9 | 139 | 3.2 | 0 | 0 | 2 | .1 | 15 | .3 | 28 | .6 | 43 | .7 | 42 | 1.0 | 52 | .9 | 67 | 1.6 |
| Wayland | 3,743 | 2,819 | 83 | 2.2 | 203 | 7.2 | 0 | 0 | 1 | .03 | 47 | 1.3 | 142 | 5.0 | 28 | .7 | 46 | 1.6 | 8 | .2 | 14 | .5 |
| Wellesley | 5,871 | 4,384 | 162 | 2.8 | 279 | 6.4 | 1 | .0 | 0 | 0 | 115 | 2.0 | 209 | 4.8 | 24 | .4 | 53 | 1.2 | 22 | .4 | 17 | .4 |
| Wenham | 561 | * | 2 | .4 | | | 0 | 0 | | | 1 | .2 | | | 1 | .2 | | | 0 | 0 | | |
| Weston | 2,886 | 2,279 | 119 | 4.1 | 264 | 11.6 | 0 | 0 | 1 | .04 | 95 | 3.3 | 195 | 8.6 | 23 | .8 | 63 | 2.8 | 1 | .0 | 5 | .2 |
| Westwood | 3,708 | 3,003 | 32 | .9 | 54 | 1.8 | 9 | .0 | 0 | 0 | 25 | .7 | 25 | .8 | 6 | .2 | 25 | .8 | 1 | .0 | 4 | .13 |
| Weymouth | 14,357 | 11,177 | 119 | .8 | 123 | 1.1 | 2 | .0 | 2 | .02 | 72 | .5 | 70 | .6 | 21 | .2 | 33 | .3 | 24 | .2 | 18 | .2 |
| Wilmington | 5,519 | 4,348 | 40 | .7 | 31 | .7 | 0 | 0 | 1 | .04 | 25 | .5 | 14 | .3 | 6 | .1 | 14 | 3.2 | 9 | .2 | 0 | 0 |
| Winchester | 5,448 | 4,039 | 53 | 1.0 | 143 | 3.5 | 0 | 0 | 14 | .4 | 14 | .3 | 36 | .9 | 34 | .6 | 81 | 2.0 | 5 | .1 | 12 | .3 |
| Winthrop | 3,761 | 2,892 | 19 | .5 | 14 | .5 | 0 | 0 | 0 | 0 | 3 | .1 | 5 | .2 | 8 | .2 | 4 | .1 | 8 | .2 | 5 | .2 |
| Woburn | 9,831 | 6,823 | 194 | 2.0 | 255 | 3.7 | 3 | .0 | 1 | .02 | 70 | .7 | 59 | .9 | 15 | .2 | 37 | .5 | 106 | 1.1 | 158 | 2.3 |
| | | | | | | | | | | | | | | | | | | | | | | |
| Dover-Sherborn | 1,102 | 1,115 | 18 | 1.6 | 31 | 2.8 | 0 | 0 | 0 | 0 | 15 | 1.4 | 27 | 2.4 | 1 | .1 | 3 | .3 | 2 | .2 | 1 | .1 |

Sources: Massachusetts State Department of Education, Enrollment By Classification, Exhibit II, 1973-74, 1974, and Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979.

*Incorporated into the Hamilton-Wenham School District





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TABLE V-X

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNIC CHARACTERISTICS FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total | 1979-80 Total | 1973-74 Minority # | 1973-74 Minority % | 1979-80 Minority # | 1979-80 Minority % | 1973-74 Am. Indian # | 1973-74 Am. Indian % | 1979-80 Am. Indian # | 1979-80 Am. Indian % | 1973-74 Black # | 1973-74 Black % | 1979-80 Black # | 1979-80 Black % | 1973-74 Asian # | 1973-74 Asian % | 1979-80 Asian # | 1979-80 Asian % | 1973-74 Hispanic # | 1973-74 Hispanic % | 1979-80 Hispanic # | 1979-80 Hispanic % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Hamilton-Wenham | 893 | 2,021 | 10 | 1.1 | 14 | .7 | 0 | 0 | 0 | 0 | 10 | 1.1 | 8 | .4 | 0 | 0 | 3 | .2 | 0 | 0 | 3 | .2 |
| Lincoln-Sudbury | 1,959 | 1,542 | 64 | 3.3 | 112 | 7.3 | 0 | 0 | 0 | 0 | 53 | 2.7 | 96 | 6.2 | 11 | .6 | 10 | .6 | 0 | 0 | 6 | .4 |
| Massachusetts Experimental School | 297 | * | 241 | 81.1 | | | 0 | 0 | | | 194 | 65.3 | | | 2 | .7 | | | 45 | 15.2 | | |
| No. Shore Reg. Voc. Tech. | ** | 563 | | | 6 | 1.1 | | | 0 | 0 | | | 5 | .9 | | | 0 | 0 | | | 1 | .2 |
| TOTAL: | | | | | | | | | | | | | | | | | | | | | | |
| Boston SMSA | 536,345 | 422,122 | 54,687 | 10.2 | 62,525 | 14.8 | 247 | .0 | 648 | .15 | 38,614 | 7.2 | 41,533 | 9.83 | 4,388 | .8 | 6,328 | 1.49 | 11,438 | 2.1 | 9,019 | 2.1 |

Sources: Massachusetts State Department of Education, Enrollment By Classification, Exhibit II, 1973-74, 1974, and Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October 1, 1979.

*No longer in existence
**The school was not open in 1973-74

enrollment (Map V-Three). Despite these encouraging trends, when corrected for noted State Department of Education error, only 5 school districts show a minority student enrollment of 14.81% or higher. This number is the proportion of minority students in the total public school enrollment in the Metropolitan area.

| School District | 1979-80 % Minority Student Enrollment | 1973-74 % of population |
|---|---|---|
| Boston | 62.31 | 41 |
| Cambridge | 33.81 | 21 |
| Chelsea | 30.08 | 16 |
| Brookline* | 21.30 | 11 |
| Lincoln* | 20.88 | 9 |
| * METCO Receiving School | | |

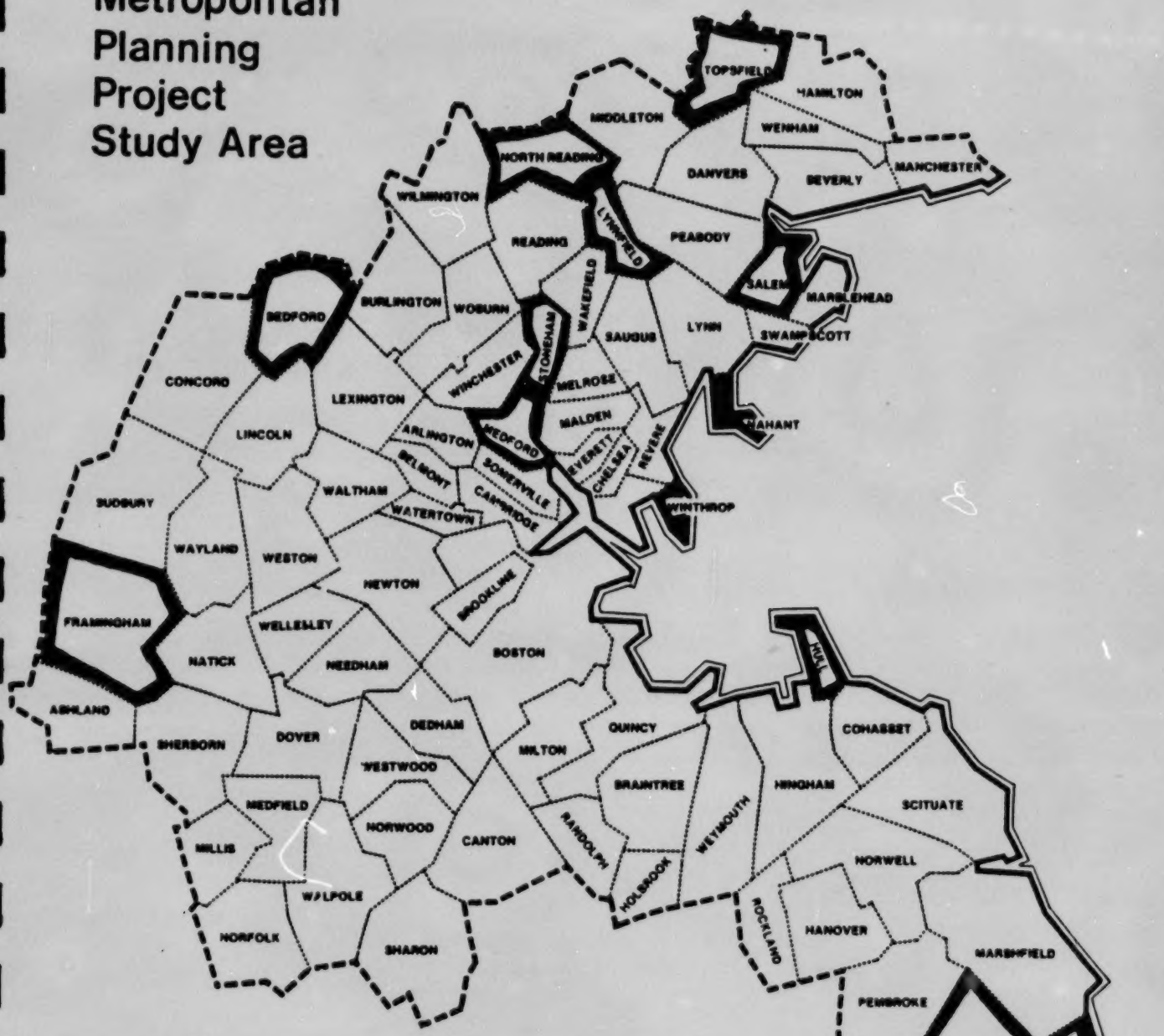
Of these five, only three, Boston, Cambridge, and Chelsea are not METCO receiving school districts. The five school districts of Boston, Cambridge, Chelsea, Brookline, and Lincoln, with the addition of Framingham, were the same school districts which in 1973-74, had minority student enrollment at or above the proportion of total enrollment for the Boston SMSA. It is clear that although small changes have taken place in seven years, there has been no significant reduction of minority group student isolation in the public schools by the home residence of students in the school district.(5) By contrast, the analysis in the last Chapter shows that substantial gains in reducing isolation have been made throughout the SMSA on a school day basis through the voluntary Metropolitan Magnet Education programs.

A close assessment of the minority student population indicates some significant differences in both the number and distribution of racial and ethnic groups in the metropolitan area. While the proportion of Blacks in the metropolitan area rose slightly, both the Asian-American and Hispanic public school students' population doubled in the SMSA. While there has not been a significant expansion in the resident location of Black students, the Hispanic student population is more widely distributed now than in 1973-74 and the Asian-American student population is most widely distributed particularly in the western suburbs as Brookline, Newton, Weston, Lexington, and Lincoln. In examining the hub city enrollment the total enrollment has decreased almost 25,000 or 25% in seven years. However, except for the white population, there is only small change in the number of enrolled ethnic and racial groups. Although there is a significant change in the ratio or percent of the minority group in the total public school enrollment, minority enrollment in 1973-74 was 41%; in 1979-80 it was 62.3% a 20% increase in a decreasing enrollment. (Continued page 146)

(5) Studies of housing desegregation patterns by race and ethnicity have indicated that patterns have not substantially changed, although this generalization does not entirely hold for specific school districts and particularly for Asian-American students. Black households, as an aggregate, do not appear to have benefited from the Fair Housing Laws of the Commonwealth and the Federal Government.

MAP V-THREE

# Metropolitan Planning Project Study Area




DECREASE IN MINORITY SCHOOL ENROLLMENT
FROM 1973-74 TO 1979-80

| | |
|---|---|
| 1.0% - 20.0% | |
| 21.0% - 49.9% | |
| 50.0% + | |

STUDENTS ENROLLED IN METCO RECEIVING SCHOOL DISTRICTS IN BOSTON SMSA: 1966-67 AND 1980-81

| MEMBER SCHOOL DISTRICT | 6-67 | 67-68 | 68-69 | 69-70 | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 | 75-76 | 76-77 | 77-78 | 78-79 | 79-80 | 80-81 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arlington | 15 | 16 | 30 | 30 | 30 | 30 | 30 | 30 | 32 | 43 | 43 | 43 | 68 | 68 | 68 |
| Bedford | | | | | | | | | 21 | 39 | 21 | 33 | 33 | 33 | 39 |
| Belmont | | | | | 36 | 45 | 54 | 63 | 70 | 74 | 70 | 72 | 80 | 80 | 81 |
| Braintree | 20 | 20 | 20 | 20 | 44 | 44 | 62 | 44 | 54 | 54 | 62 | 72 | 74 | 76 | 76 |
| Brookline | 75 | 100 | 128 | 151 | 170 | 180 | 200 | 220 | 240 | 245 | 249 | 260 | 265 | 303 | 300 |
| Cohasset | | | 9 | 14 | 19 | 25 | 30 | 40 | 45 | 45 | 45 | 45 | 48 | 48 | 48 |
| Concord | | | 25 | 50 | 60 | 50 | 49 | 47 | 50 | 60 | 60 | 60 | 80 | 93 | 93 |
| Concord-Carlisle* | | 20 | 30 | 28 | 20 | 24 | 31 | 33 | 28 | 40 | 40 | 40 | 40 | 40 | 44 |
| Dover | | | 7 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 6 | 6 | 6 | 5 | 3 |
| Dover/Sherborn | | | | | | | 8 | 9 | 17 | 23 | 26 | 31 | 27 | 27 | 30 |
| Foxborough* | | | | | | | 18 | 27 | 27 | 36 | 36 | 36 | 36 | 36 | 36 |
| Framingham | | 9 | 46 | 56 | 66 | 89 | 89 | 104 | 144 | 144 | 144 | 144 | 144 | 144 | 144 |
| Hingham | | | 16 | 25 | 25 | 35 | 35 | 35 | 35 | 65 | 65 | 65 | 65 | 65 | 65 |
| Lexington | 25 | 25 | 90 | 106 | 143 | 164 | 195 | 195 | 240 | 280 | 280 | 280 | 280 | 280 | 280 |
| Lincoln | 10 | 18 | 50 | 58 | 67 | 77 | 86 | 95 | 104 | 120 | 115 | 109 | 108 | 108 | 108 |
| Lincoln-Sudbury | | | 12 | 24 | 36 | 48 | 46 | 47 | 64 | 80 | 86 | 86 | 86 | 86 | 95 |
| Lynnfield | | | 15 | 15 | 15 | 24 | 31 | 15 | 9 | 18 | 18 | 18 | 18 | 18 | 18 |
| Marblehead | | 20 | 26 | 30 | 36 | 38 | 38 | 40 | 46 | 53 | 58 | 58 | 62 | 67 | 67 |
| Melrose | | | | | | | | | 75 | 81 | 81 | 90 | 100 | 107 | 107 |

Source: METCO office 1981
*School District Outside

...OOL DISTRICTS IN BOSTON SMSA: 1966-67 AND 1980-81

| MEMBER SCHOOL DISTRICT | 6-67 | 67-68 | 68-69 | 69-70 | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 | 75-76 | 76-77 | 77-78 | 78-79 | 79-80 | 80-81 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Arlington | 15 | 16 | 30 | 30 | 30 | 30 | 30 | 30 | 32 | 43 | 43 | 43 | 68 | 68 | 68 |
| Bedford | | | | | | | | | 21 | 39 | 21 | 33 | 33 | 33 | 39 |
| Belmont | | | | | 36 | 45 | 54 | 63 | 70 | 74 | 70 | 72 | 80 | 80 | 81 |
| Braintree | 20 | 20 | 20 | 20 | 44 | 44 | 62 | 44 | 54 | 54 | 62 | 72 | 74 | 76 | 76 |
| Brookline | 75 | 100 | 128 | 151 | 170 | 180 | 200 | 220 | 240 | 245 | 249 | 260 | 265 | 303 | 300 |
| Chelmsford | | | 9 | 14 | 19 | 25 | 30 | 40 | 45 | 45 | 45 | 45 | 48 | 48 | 48 |
| Concord | | | 25 | 50 | 60 | 50 | 49 | 47 | 50 | 60 | 60 | 60 | 80 | 93 | 93 |
| Concord-Carlisle* | | 20 | 30 | 28 | 20 | 24 | 31 | 33 | 28 | 40 | 40 | 40 | 40 | 40 | 44 |
| Dover | | | 7 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 6 | 6 | 6 | 5 | 3 |
| Dover/Sherborn | | | | | | | 8 | 9 | 17 | 23 | 26 | 31 | 27 | 27 | 30 |
| Foxborough* | | | | | | | 18 | 27 | 27 | 36 | 36 | 36 | 36 | 36 | 36 |
| Framingham | | 9 | 46 | 56 | 66 | 89 | 89 | 104 | 144 | 144 | 144 | 144 | 144 | 144 | 144 |
| Hingham | | | 16 | 25 | 25 | 35 | 35 | 35 | 35 | 65 | 65 | 65 | 65 | 65 | 65 |
| Lexington | 25 | 25 | 90 | 106 | 143 | 164 | 195 | 195 | 240 | 280 | 280 | 280 | 280 | 280 | 280 |
| Lincoln | 10 | 18 | 50 | 58 | 67 | 77 | 86 | 95 | 104 | 120 | 115 | 109 | 108 | 108 | 108 |
| Lincoln-Sudbury | | | 12 | 24 | 36 | 48 | 46 | 47 | 64 | 80 | 86 | 86 | 86 | 86 | 95 |
| Lynnfield | | | 15 | 15 | 15 | 24 | 31 | 15 | 9 | 18 | 18 | 18 | 18 | 18 | 18 |
| Marblehead | | 20 | 26 | 30 | 36 | 38 | 38 | 40 | 46 | 53 | 58 | 58 | 62 | 67 | 67 |
| Melrose | | | | | | | | | 75 | 81 | 81 | 90 | 100 | 107 | 107 |

Source: METCO office 1981

*School District Outside

## ... IN METCO RECEIVING SCHOOL DISTRICTS IN BOSTON SMSA: 1966-67 AND 1980-81

| MEMBER SCHOOL DISTRICT | 66-67 | 67-68 | 68-69 | 69-70 | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 | 75-76 | 76-77 | 77-78 | 78-79 | 79-80 | 80-8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Milton | | | 30 | 30 | 18 | 12 | 24 | 12 | 12 | 12 | 9 | -- | -- | -- | -- |
| Natick | | | 20 | 40 | 40 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Needham | | 9 | 20 | 20 | 40 | 40 | 67 | 67 | 79 | 91 | 102 | 114 | 121 | 133 | 133 |
| Newton | 50 | 50 | 100 | 115 | 127 | 141 | 161 | 181 | 300 | 350 | 350 | 334 | 400 | 415 | 415 |
| Reading | | | 9 | 16 | 16 | 17 | 27 | 27 | 63 | 83 | 87 | 87 | 102 | 102 | 102 |
| Rockland | | | | | | | | | 20 | 28 | 46 | 40 | 36 | 36 | 30 |
| Scituate | | | 20 | 19 | 20 | 20 | 20 | 20 | 20 | 20 | 40 | 40 | 40 | 40 | 40 |
| Sharon | | 25 | 38 | 50 | 62 | 75 | 72 | 70 | 70 | 72 | 72 | 72 | 73 | 72 | 72 |
| Sherborn | | | | | | | | | | 9 | 9 | 4 | 7 | 7 | 11 |
| Sudbury | | | | | | | | | 40 | 70 | 70 | 70 | 70 | 70 | 70 |
| Swampscott | | | 17 | 31 | 41 | 43 | 47 | 48 | 55 | 62 | 57 | 58 | 60 | 60 | 63 |
| Wakefield | | | 9 | 8 | 18 | 17 | 18 | 16 | 20 | 19 | 19 | 19 | 19 | 19 | 19 |
| Walpole | | 16 | 23 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 42 | 42 | 42 | 42 |
| Wayland | | | 9 | 17 | 27 | 36 | 35 | 39 | 80 | 116 | 116 | 120 | 120 | 120 | 120 |
| Wellesley | 25 | 49 | 75 | 74 | 75 | 100 | 130 | 148 | 148 | 161 | 170 | 179 | 185 | 180 | 180 |
| Weston | | 9 | 18 | 28 | 40 | 55 | 79 | 128 | 148 | 161 | 171 | 171 | 193 | 201 | 201 |
| Westwood | | 9 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| Minuteman* | | | | | | | | | | 9 | 9 | 2 | 5 | 4 | 3 |
| AREA TOTAL | 220 | 395 | 917 | 1113 | 1349 | 1561 | 1787 | 1908 | 2478 | 2891 | 2931 | 2975 | 3168 | 3260 | 3278 |

Source: METCO Office, 1981



*[illegible]



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... 1960-67 AND 1980-81

| MEMBER SCHOOL DISTRICT | 66-67 | 67-68 | 68-69 | 69-70 | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 | 75-76 | 76-77 | 77-78 | 78-79 | 79-80 | 80- |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Milton | | | 30 | 30 | 18 | 12 | 24 | 12 | 12 | 12 | 9 | -- | -- | -- | -- |
| Natick | | | 20 | 40 | 40 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Needham | | 9 | 20 | 20 | 40 | 40 | 67 | 67 | 79 | 91 | 102 | 114 | 121 | 133 | 133 |
| Newton | 50 | 50 | 100 | 115 | 127 | 141 | 161 | 181 | 300 | 350 | 350 | 334 | 400 | 415 | 415 |
| Reading | | | 9 | 16 | 16 | 17 | 27 | 27 | 63 | 83 | 87 | 87 | 102 | 102 | 102 |
| Rockland | | | | | | | | | 20 | 28 | 46 | 40 | 36 | 36 | 30 |
| Scituate | | | 20 | 19 | 20 | 20 | 20 | 20 | 20 | 20 | 40 | 40 | 40 | 40 | 40 |
| Sharon | | 25 | 38 | 50 | 62 | 75 | 72 | 70 | 70 | 72 | 72 | 72 | 73 | 72 | 72 |
| Sherborn | | | | | | | | | | 9 | 9 | 4 | 7 | 7 | 11 |
| Sudbury | | | | | | | | | 40 | 70 | 70 | 70 | 70 | 70 | 70 |
| Swampscott | | | 17 | 31 | 41 | 43 | 47 | 48 | 55 | 62 | 57 | 58 | 60 | 60 | 63 |
| Wakefield | | | 9 | 8 | 18 | 17 | 18 | 16 | 20 | 19 | 19 | 19 | 19 | 19 | 19 |
| Walpole | | 16 | 23 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 42 | 42 | 42 | 42 |
| Wayland | | | 9 | 17 | 27 | 36 | 35 | 39 | 80 | 116 | 116 | 120 | 120 | 120 | 120 |
| Wellesley | 25 | 49 | 75 | 74 | 75 | 100 | 130 | 148 | 148 | 161 | 170 | 179 | 185 | 180 | 180 |
| Weston | | 9 | 18 | 28 | 40 | 55 | 79 | 128 | 148 | 161 | 171 | 171 | 193 | 201 | 201 |
| Westwood | | 9 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| Minuteman* | | | | | | | | | | 9 | 9 | 2 | 5 | 4 | 3 |
| AREA TOTAL | 220 | 395 | 917 | 1113 | 1349 | 1561 | 1787 | 1908 | 2478 | 2891 | 2931 | 2975 | 3168 | 3260 | 3278 |

Source: METCO Office 1981
*School District Outside

STUDENTS ENROLLED IN METCO RECEIVING SCHOOL DISTRICTS IN BOSTON SMSA: 1966-67 AND 1980-81

| MEMBER SCHOOL DISTRICT | 66-67 | 67-68 | 68-69 | 69-70 | 70-71 | 71-72 | 72-73 | 73-74 | 74-75 | 75-76 | 76-77 | 77-78 | 78-79 | 79-80 | 80-81 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Milton | | | 30 | 30 | 18 | 12 | 24 | 12 | 12 | 12 | 9 | -- | -- | -- | -- |
| Natick | | | 20 | 40 | 40 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 |
| Needham | | 9 | 20 | 20 | 40 | 40 | 67 | 67 | 79 | 91 | 102 | 114 | 121 | 133 | 133 |
| Newton | 50 | 50 | 100 | 115 | 127 | 141 | 161 | 181 | 300 | 350 | 350 | 334 | 400 | 415 | 415 |
| Reading | | | 9 | 16 | 16 | 17 | 27 | 27 | 63 | 83 | 87 | 87 | 102 | 102 | 102 |
| Rockland | | | | | | | | | 20 | 28 | 46 | 40 | 36 | 36 | 30 |
| Scituate | | | 20 | 19 | 20 | 20 | 20 | 20 | 20 | 20 | 40 | 40 | 40 | 40 | 40 |
| Sharon | | 25 | 38 | 50 | 62 | 75 | 72 | 70 | 70 | 72 | 72 | 72 | 73 | 72 | 72 |
| Sherborn | | | | | | | | | | 9 | 9 | 4 | 7 | 7 | 11 |
| Sudbury | | | | | | | | | 40 | 70 | 70 | 70 | 70 | 70 | 70 |
| Swampscott | | | 17 | 31 | 41 | 43 | 47 | 48 | 55 | 62 | 57 | 58 | 60 | 60 | 63 |
| Wakefield | | | 9 | 8 | 18 | 17 | 18 | 16 | 20 | 19 | 19 | 19 | 19 | 19 | 19 |
| Walpole | | 16 | 23 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 24 | 42 | 42 | 42 | 42 |
| Wayland | | | 9 | 17 | 27 | 36 | 35 | 39 | 80 | 116 | 116 | 120 | 120 | 120 | 120 |
| Wellesley | 25 | 49 | 75 | 74 | 75 | 100 | 130 | 148 | 148 | 161 | 170 | 179 | 185 | 180 | 180 |
| Weston | | 9 | 18 | 28 | 40 | 55 | 79 | 128 | 148 | 161 | 171 | 171 | 193 | 201 | 201 |
| Westwood | | 9 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 | 25 |
| Minuteman* | | | | | | | | | | 9 | 9 | 2 | 5 | 4 | 3 |
| AREA TOTAL | 220 | 395 | 917 | 1113 | 1349 | 1561 | 1787 | 1908 | 2478 | 2891 | 2931 | 2975 | 3168 | 3260 | 3278 |

## BOSTON SMSA PUBLIC SCHOOL ENROLLMENT

Table V-XII to V-XV

| Ethnic and Racial Groups | 1973-74 # | 1973-74 % | 1979-80 # | 1979-80 % |
|---|---|---|---|---|
| American Indian | 247 | .0 | 648 | .15 |
| Black | 38,614 | 7.2 | 41,533 | 9.83 |
| Asian-American | 4,388 | .8 | 6,328 | 1.49 |
| Hispanic | 11,438 | 2.1 | 9,019 | 2.4 |
| Total Minority | 54,687 | 10.2 | 62,525 | 14.81 |

## BOSTON PUBLIC SCHOOL ENROLLMENT

| Racial and Ethnic Groups | 1973-74 # | 1973-74 % | 1979-80 # | 1979-80 % |
|---|---|---|---|---|
| American Indian | 116 | .1 | 352 | .5 |
| Black | 30,974 | 33.0 | 31,651 | 45.2 |
| Asian-American | 1,883 | 2.0 | 2,699 | 3.9 |
| Hispanic | 5,850 | 6.2 | 8,903 | 12.7 |
| Total Minority | 38,823 | 41.4 | 43,605 | 62.3 |

Bilingual and Limited English Speaking student public school enrollment in 1979-80 show patterns similar to that of the minority student enrollment. Those communities with the highest enrollment lie in a cluster nearest the hub city. (Table V-XII to Table V-XV) (Continued page 169)

## SCHOOL DISTRICTS RANKED BY PERCENT OF STUDENTS IN BILINGUAL PROGRAM IN BOSTON SMSA

| School District Ranked | Percent of Students in Bilingual Program | Percent of Students in Limited English |
|---|---|---|
| Chelsea | 25.76 | 15.32 |
| Concord | 15.23 | 14.86 |
| Cambridge | 14.96 | 7.75 |
| Boston | 14.84 | 8.46 |
| Waltham | 11.61 | 5.05 |
| Somerville | 10.99 | 1.97 |
| Watertown | 7.46 | 3.13 |
| Brookline | 6.64 | 3.42 |

TABLE V-xxx

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total | Bilingual Student | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portuguese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Arlington | 6,245 | 204 | 3.27 | 0 | 0 | 7 | .11 | 11 | .18 | 63 | 1.01 | 20 | .32 | 20 | .32 | 29 | .46 | 54 | .87 |
| Ashland | 1,859 | 2 | .11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .11 |
| Bedford | 2,920 | 14 | .48 | 0 | 0 | 3 | .10 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 | 4 | .14 | 6 | .21 |
| Belmont | 4,066 | 130 | 3.20 | 0 | 0 | 16 | .39 | 6 | .15 | 12 | .30 | 27 | .66 | 6 | .15 | 4 | .10 | 59 | 1.45 |
| Beverly | 6,202 | 17 | .27 | 0 | 0 | 2 | .03 | 2 | .03 | 0 | 0 | 3 | .05 | 0 | 0 | 2 | .03 | 8 | .13 |
| Boston | 69,973 | 10,386 | 14.84 | 443 | .63 | 1,542 | 2.20 | 420 | .60 | 439 | .63 | 731 | 1.04 | 179 | .26 | 6,198 | 8.86 | 434 | .62 |
| Braintree | 7,181 | 32 | .44 | 0 | 0 | 0 | 0 | 1 | .01 | 7 | .10 | 8 | .11 | 1 | .01 | 2 | .03 | 13 | .18 |
| Brookline | 6,246 | 415 | 6.64 | 0 | 0 | 81 | 1.29 | 1 | .02 | 11 | .18 | 3 | .05 | 6 | .10 | 44 | .70 | 269 | 4.31 |
| Burlington | 5,766 | 24 | .40 | 0 | 0 | 6 | .10 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 2 | .02 | 15 | .26 |
| Cambridge | 9,220 | 1,379 | 14.96 | 14 | .15 | 56 | .61 | 99 | 1.07 | 76 | .82 | 42 | .46 | 550 | 5.96 | 398 | 4.32 | 144 | 1.57 |
| Canton | 3,718 | 32 | .86 | 0 | 0 | 3 | .08 | 0 | 0 | 3 | .08 | 7 | .19 | 1 | .03 | 0 | 0 | 18 | .48 |
| Chelsea | 3,591 | 925 | 25.76 | 4 | .11 | 19 | .53 | 0 | 0 | 2 | .06 | 32 | .89 | 7 | .20 | 853 | 23.75 | 8 | .22 |
| Cohasset | 1,622 | 5 | .31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .06 | 4 | .25 |
| Concord | 2,180 | 332 | 15.23 | 0 | 0 | 1 | .05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | .50 | 320 | 14.68 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.





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NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total | Bilingual Student | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portugese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Danvers | 4,150 | 10 | .24 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .07 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | .17 |
| Dedham | 4,696 | 60 | 1.28 | 0 | 0 | 4 | .08 | 0 | 0 | 16 | .34 | 13 | .28 | 0 | 0 | 6 | .13 | 21 | .45 |
| Dover | | * | | | | | | | | | | | | | | | | | |
| Duxbury | 3,221 | 4 | .12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | .12 |
| Everett | 5,803 | 121 | 2.08 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 79 | 1.36 | 3 | .05 | 32 | .55 | 5 | .08 |
| Framingham | 11,282 | 622 | 5.51 | 0 | 0 | 21 | .19 | 0 | 0 | 14 | .12 | 16 | .14 | 75 | .67 | 447 | 3.96 | 49 | .43 |
| Hamilton | | * | | | | | | | | | | | | | | | | | |
| Hanover | 3,028 | 1 | .01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .01 |
| Hingham | 4,737 | 24 | .50 | 0 | 0 | 8 | .17 | 1 | .02 | 0 | 0 | 3 | .06 | 0 | 0 | 3 | .06 | 9 | .19 |
| Holbrook | 2,169 | 7 | .32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .05 | 6 | .27 | 0 | 0 |
| Hull | 2,353 | 15 | .64 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | .26 | 8 | .34 | 0 | 0 | 1 | .04 | 0 | 0 |
| Lexington | 6,502 | 169 | 2.60 | 0 | 0 | 44 | .68 | 7 | .11 | 6 | .09 | 4 | .06 | 4 | .06 | 29 | .45 | 75 | 1.15 |
| Lincoln | 1,159 | 12 | 1.04 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .09 | 0 | 0 | 0 | 0 | 1 | .09 | 10 | .86 |
| Lynn | 13,914 | 898 | 6.45 | 0 | 0 | 1 | .01 | 5 | .04 | 188 | 1.35 | 6 | .04 | 9 | .06 | 348 | 2.50 | 341 | 2.45 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE V-XII

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total | Bilingual Student | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portuguese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Lynnfield | 2,608 | 10 | .38 | 0 | 0 | 3 | .11 | 0 | 0 | 0 | 0 | 1 | .04 | 0 | 0 | 0 | 0 | 6 | .23 |
| Malden | 8,483 | 184 | 2.17 | 0 | 0 | 8 | .09 | 7 | .08 | 5 | .06 | 88 | 1.04 | 5 | .06 | 40 | .47 | 31 | .37 |
| Manchester | 1,066 | 4 | .38 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | .38 | 0 | 0 | 0 | 0 |
| Marblehead | 3,550 | 24 | .68 | 0 | 0 | 0 | 0 | 1 | .03 | 1 | .03 | 3 | .08 | 0 | 0 | 1 | .03 | 18 | .51 |
| Marshfield | 5,278 | 10 | .19 | 2 | .04 | 3 | .05 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 1 | .02 | 2 | .04 |
| Medfield | 2,490 | 5 | .20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | .20 |
| Medford | 8,587 | 110 | 1.28 | 0 | 0 | 6 | .07 | 5 | .06 | 5 | .06 | 65 | .76 | 10 | .11 | 6 | .07 | 13 | .15 |
| Melrose | 5,514 | 20 | .36 | 0 | 0 | 1 | .02 | 0 | 0 | 4 | .07 | 4 | .07 | 0 | 0 | 2 | .04 | 9 | .16 |
| Middleton | 433 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Millis | 1,509 | 1 | .06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .06 |
| Milton | 3,656 | 8 | .23 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .06 | 0 | 0 | 0 | 0 | 2 | .06 | 4 | .11 |
| Nahant | 429 | 1 | .23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .23 |
| Natick | 5,987 | 32 | .53 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | .08 | 5 | .08 | 1 | .02 | 14 | .23 | 7 | .12 |
| Needham | 5,523 | 42 | .76 | 0 | 0 | 11 | .20 | 4 | .07 | 4 | .07 | 8 | .15 | 1 | .02 | 9 | .16 | 5 | .09 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979- 1980

| School District | Total | Bilingual Student | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portuguese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Newton | 13,050 | 579 | 4.44 | 0 | 0 | 88 | .67 | 17 | .13 | 40 | .31 | 201 | 1.54 | 6 | .05 | 85 | .65 | 142 | 1.09 |
| Norfolk | | * | | | | | | | | | | | | | | | | | |
| No. Reading | 2,628 | 3 | .11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .04 | 2 | .07 |
| Norwell | 2,395 | 10 | .42 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .04 | 9 | .38 |
| Norwood | 5,100 | 142 | 2.78 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | .18 | 39 | .76 | 57 | 1.12 | 11 | .22 | 26 | .50 |
| Peabody | 8,724 | 195 | 2.24 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | .38 | 1 | .01 | 109 | 1.25 | 40 | .46 | 12 | .14 |
| Pembroke | 1,868 | 4 | .22 | 0 | 0 | 2 | .11 | 0 | 0 | 2 | .11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Quincy | 12,904 | 198 | 1.53 | 1 | .01 | 23 | .18 | 5 | .04 | 48 | .37 | 38 | .29 | 1 | .01 | 6 | .04 | 76 | .59 |
| Randolph | 5,440 | 50 | .92 | 0 | 0 | 12 | .22 | 5 | .09 | 5 | .09 | 3 | .06 | 4 | .07 | 13 | .24 | 8 | .15 |
| Reading | 5,088 | 14 | .28 | 0 | 0 | 2 | .04 | 0 | 0 | 0 | 0 | 1 | .02 | 2 | .04 | 6 | .12 | 3 | .06 |
| Revere | 6,571 | 259 | 3.95 | 3 | .05 | 1 | .02 | 0 | 0 | 12 | .18 | 203 | 3.09 | 7 | .11 | 23 | .35 | 10 | .15 |
| Rockland | 3,356 | 7 | .21 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .06 | 0 | 0 | 0 | 0 | 3 | .09 | 2 | .06 |
| Salem | 5,586 | 294 | 5.26 | 0 | 0 | 1 | .02 | 0 | 0 | 31 | .56 | 8 | .14 | 46 | .82 | 198 | 3.54 | 10 | .18 |
| Saugus | 4,924 | 12 | .24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | .08 | 1 | .02 | 5 | .10 | 2 | .04 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE ..11

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total | Bilingual Student | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portuguese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Scituate | 4,021 | 53 | 1.32 | 45 | 1.12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | .20 |
| Sharon | 3,145 | 29 | .92 | 0 | 0 | 0 | 0 | 3 | .10 | 1 | .03 | 0 | 0 | 0 | 0 | 6 | .19 | 19 | .60 |
| Sherborn | | * | | | | | | | | | | | | | | | | | |
| Somerville | 12,921 | 1,420 | 10.99 | 19 | .15 | 12 | .09 | 61 | .47 | 114 | .88 | 296 | 2.29 | 780 | 6.04 | 77 | .60 | 61 | .47 |
| Stoneham | 3,817 | 6 | .16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 | 0 | 0 | 5 | .13 | 0 | 0 |
| Sudbury | 2,564 | 6 | .23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | .16 | 2 | .07 |
| Swampscott | 2,562 | 6 | .23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | .23 |
| Topsfield | | * | | | | | | | | | | | | | | | | | |
| Wakefield | 4,455 | 16 | .36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 | .36 |
| Walpole | 3,619 | 12 | .33 | 0 | 0 | 1 | .03 | 0 | 0 | 3 | .08 | 3 | .08 | 4 | .11 | 0 | 0 | 1 | .03 |
| Waltham | 8,474 | 984 | 11.61 | 1 | .01 | 11 | .13 | 344 | 4.06 | 11 | .13 | 166 | 1.96 | 5 | .06 | 362 | 4.27 | 84 | .99 |
| Watertown | 4,310 | 322 | 7.46 | 0 | 0 | 10 | .23 | 6 | .14 | 60 | 1.39 | 60 | 1.39 | 4 | .09 | 28 | .65 | 154 | 3.57 |
| Wayland | 2,819 | 23 | .82 | 0 | 0 | 6 | .21 | 0 | 0 | 1 | .04 | 7 | .25 | 0 | 0 | 4 | .14 | 5 | .18 |
| Wellesley | 4,384 | 58 | 1.32 | 0 | 0 | 15 | .34 | 2 | .05 | 9 | .20 | 1 | .02 | 1 | .02 | 13 | .30 | 17 | .39 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE V-XII

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total | Bilingual Student | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portugese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Wenham | | * | | | | | | | | | | | | | | | | | |
| Weston | 2,279 | 8 | .34 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .04 | 1 | .04 | 0 | 0 | 1 | .04 | 5 | .22 |
| Westwood | 3,003 | 3 | .10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .10 | 0 | 0 |
| Weymouth | 11,177 | 13 | .11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .01 | 6 | .05 | 6 | .05 |
| Wilmington | 4,346 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 |
| Winchester | 4,039 | 49 | 1.19 | 0 | 0 | 3 | .07 | 1 | .02 | 0 | 0 | 3 | .07 | 3 | .07 | 9 | .22 | 30 | .74 |
| Winthrop | 2,892 | 36 | 1.24 | 2 | .07 | 3 | .10 | 0 | 0 | 11 | .38 | 9 | .31 | 5 | .17 | 4 | .14 | 2 | .07 |
| Woburn | 6,823 | 189 | 2.77 | 2 | .03 | 6 | .09 | 3 | .04 | 3 | .04 | 25 | .37 | 22 | .32 | 114 | 1.67 | 14 | .21 |
| Dover-Sherborn | 1,115 | 3 | .27 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .09 | 2 | .18 |
| Hamilton-Wenham | 2,021 | 2 | .10 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .05 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .05 |
| Lincoln-Sudbury | 1,542 | 7 | .45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | .32 | 2 | .13 |
| No. Shore Regional Vocational Tech. | | * | | | | | | | | | | | | | | | | | |
| TOTAL | 422,878 | 21,304 | 5.04 | 536 | .13 | 2,043 | .48 | 1,017 | .25 | 1,274 | .30 | 2,246 | .53 | 1,943 | .46 | 9,530 | 2.25 | 2,715 | .64 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE V-XIII

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL AND LIMITED ENGLISH ABILITY PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Bilingual Student Population | | Students with Limited English | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| Arlington | 6,245 | 204 | 3.27 | 43 | .69 |
| Ashland | 1,859 | 2 | .11 | 0 | 0 |
| Bedford | 2,920 | 14 | .48 | 5 | .17 |
| Belmont | 4,066 | 130 | 3.20 | 42 | 1.03 |
| Beverly | 6,202 | 17 | .27 | 6 | .10 |
| Boston | 69,973 | 10,386 | 14.84 | 5,923 | 8.46 |
| Braintree | 7,181 | 32 | .44 | 3 | .04 |
| Brookline | 6,246 | 415 | 6.64 | 214 | 3.42 |
| Burlington | 5,766 | 24 | .40 | 3 | .05 |
| Cambridge | 9,220 | 1,379 | 14.96 | 715 | 7.75 |
| Canton | 3,718 | 32 | .86 | 2 | .06 |
| Chelsea | 3,591 | 925 | 25.76 | 550 | 15.32 |
| Cohasset | 1,622 | 5 | .31 | 4 | .25 |
| Concord | 2,180 | 332 | 15.23 | 324 | 14.86 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

TABLE V-XIII

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL AND LIMITED ENGLISH ABILITY PROGRAMS BY SCHOOL DISTRICT IN BOSTON SMSA: 1979- 1980

| School District | Total School Population | Bilingual Student Population | | Students with Limited English | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| Danvers | 4,150 | 10 | .24 | 1 | .02 |
| Dedham | 4,696 | 60 | 1.28 | 18 | .38 |
| Dover | | * | | * | |
| Duxbury | 3,221 | 4 | .12 | 0 | 0 |
| Everett | 5,803 | 121 | 2.08 | 15 | .26 |
| Framingham | 11,282 | 622 | 5.51 | 362 | 0 |
| Hamilton | | * | | * | |
| Hanover | 3,028 | 1 | .01 | 0 | 0 |
| Hingham | 4,737 | 24 | .50 | 16 | .34 |
| Holbrook | 2,169 | 7 | .32 | 1 | .05 |
| Hull | 2,353 | 15 | .64 | 2 | .08 |
| Lexington | 6,502 | 169 | 2.60 | 55 | .84 |
| Lincoln | 1,159 | 12 | 1.04 | 1 | .09 |
| Lynn | 13,914 | 898 | 6.45 | 167 | 1.20 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE V-XIII

NUMBER OF PUBLIC SCHOOL STUDENTS I BILINGUAL AND LIMITED ENGLISH ABILITY PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979-1980

| School District | Total School Population | Bilingual Student Population | | Students with Limited English | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| Lynnfield | 2,608 | 10 | .38 | 0 | 0 |
| Malden | 8,483 | 184 | 2.17 | 74 | .87 |
| Manchester | 1,066 | 4 | .38 | 0 | 0 |
| Marblehead | 3,550 | 24 | .68 | 1 | .03 |
| Marshfield | 5,278 | 10 | .19 | 0 | 0 |
| Medfield | 2,490 | 5 | .20 | 1 | .04 |
| Medford | 8,587 | 110 | 1.28 | 56 | .65 |
| Melrose | 5,514 | 20 | .36 | 6 | .11 |
| Middleton | 433 | 0 | 0 | 0 | 0 |
| Millis | 1,509 | 1 | .06 | 1 | .07 |
| Milton | 3,656 | 8 | .23 | 2 | .05 |
| Nahant | 429 | 1 | .23 | 1 | .23 |
| Natick | 5,987 | 32 | .53 | 5 | .08 |
| Needham | 5,523 | 42 | .76 | 6 | .11 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

TABLE V-XIII

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL AND LIMITED ENGLISH ABILITY PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Bilingual Student Population | | Students with Limited English | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| Newton | 13,050 | 579 | 4.44 | 198 | 1.52 |
| Norfolk | | * | | * | |
| No. Reading | 2,628 | 3 | .11 | 1 | .04 |
| Norwell | 2,395 | 10 | .42 | 0 | 0 |
| Norwood | 5,100 | 142 | 2.78 | 24 | .47 |
| Peabody | 8,724 | 195 | 2.24 | 94 | 1.08 |
| Pembroke | 1,868 | 4 | .22 | 0 | 0 |
| Quincy | 12,904 | 198 | 1.53 | 29 | .22 |
| Randolph | 5,440 | 50 | .92 | 7 | .13 |
| Reading | 5,088 | 14 | .28 | 0 | 0 |
| Revere | 6,571 | 259 | 3.95 | 92 | 1.40 |
| Rockland | 3,356 | 7 | .21 | 0 | 0 |
| Salem | 5,586 | 294 | 5.26 | 73 | 1.30 |
| Saugus | 4,924 | 12 | .24 | 1 | .02 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE V-XIII

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL AND LIMITED ENGLISH ABILITY PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Bilingual Student Population | | Students with Limited English | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| Scituate | 4,021 | 53 | 1.32 | 34 | .85 |
| Sharon | 3,145 | 29 | .92 | 2 | .06 |
| Sherborn | | * | | * | |
| Somerville | 12,921 | 1,420 | 10.99 | 255 | 1.97 |
| Stoneham | 3,817 | 6 | .16 | 1 | .03 |
| Sudbury | 2,564 | 6 | .23 | 5 | .20 |
| Swampscott | 2,562 | 6 | .23 | 2 | .08 |
| Topsfield | | * | | * | |
| Wakefield | 4,455 | 16 | .36 | 6 | .15 |
| Walpole | 3,619 | 12 | .33 | 1 | .03 |
| Waltham | 8,474 | 984 | 11.61 | 428 | 5.05 |
| Watertown | 4,310 | 322 | 7.46 | 135 | 3.13 |
| Wayland | 2,819 | 23 | .82 | 0 | 0 |
| Wellesley | 4,384 | 58 | 1.32 | 18 | .41 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE V-XIII

NUMBER OF PUBLIC SCHOOL STUDENTS IN BILINGUAL AND LIMITED ENGLISH ABILITY PROGRAMS BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Bilingual Student Population | | Students with Limited English | |
|---|---|---|---|---|---|
| | | # | % | # | % |
| Wenham | | * | | * | |
| Weston | 2,279 | 8 | .34 | 0 | 0 |
| Westwood | 3,003 | 3 | .10 | 0 | 0 |
| Weymouth | 11,177 | 13 | .11 | 0 | 0 |
| Wilmington | 4,346 | 1 | .02 | 0 | 0 |
| Winchester | 4,039 | 49 | 1.19 | 9 | .22 |
| Winthrop | 2,892 | 36 | 1.24 | 6 | .20 |
| Woburn | 6,823 | 189 | 2.77 | 62 | .91 |
| Dover-Sherborn | 1,115 | 3 | .27 | 0 | 0 |
| Hamilton-Wenham | 2,021 | 2 | .10 | 0 | 0 |
| Lincoln-Sudbury | 1,542 | 7 | .45 | 0 | 0 |
| No. Shore Regional Vocational Tech. | | * | | * | |
| | | | | | |
| | | | | | |
| TOTAL | 422,878 | 21,304 | 5.04 | 10,108 | 2.40 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE V-XIV

NUMBER OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH ABILITY BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Students with Limited English | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portugese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Arlington | 6,245 | 43 | .69 | 0 | 0 | 0 | 0 | 3 | .05 | 2 | .03 | 1 | .02 | 2 | .03 | 4 | .06 | 31 | .50 |
| Ashland | 1,859 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bedford | 2,920 | 5 | .17 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | .14 |
| Belmont | 4,066 | 42 | 1.03 | 0 | 0 | 2 | .05 | 4 | .10 | 2 | .05 | 1 | .02 | 3 | .07 | 2 | .05 | 28 | .69 |
| Beverly | 6,202 | 6 | .10 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 4 | .06 |
| Boston | 69,973 | 5,923 | 8.46 | 309 | .44 | 606 | .87 | 284 | .41 | 192 | .27 | 465 | .66 | 88 | .13 | 3,893 | 5.56 | 86 | .12 |
| Braintree | 7,181 | 3 | .04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .04 |
| Brookline | 6,246 | 214 | 3.42 | 0 | 0 | 19 | .30 | 0 | 0 | 7 | .11 | 2 | .03 | 6 | .10 | 8 | .13 | 172 | 2.75 |
| Burlington | 5,766 | 3 | .05 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .03 |
| Cambridge | 9,220 | 715 | 7.75 | 12 | .13 | 31 | .34 | 61 | .66 | 36 | .39 | 7 | .08 | 355 | 3.85 | 145 | 1.57 | 68 | .73 |
| Canton | 3,718 | 2 | .06 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 |
| Chelsea | 3,591 | 550 | 15.32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | .11 | 0 | 0 | 540 | 15.04 | 6 | .17 |
| Cohasset | 1,622 | 4 | .25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .06 | 3 | .19 |
| Concord | 2,180 | 324 | 14.86 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | .32 | 317 | 14.54 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

TABLE V-XIV

NUMBER OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH ABILITY BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Students with Limited English | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portugese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Danvers | 4,150 | 1 | .02% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | .02% |
| Dedham | 4,696 | 18 | .38 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 7 | .15 | 0 | 0 | 2 | .04 | 7 | .15 |
| Dover | | * | | | | | | | | | | | | | | | | | |
| Duxbury | 3,221 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Everett | 5,803 | 15 | .26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | .12 | 0 | 0 | 7 | .12 | 1 | .02 |
| Framingham | 11,282 | 362 | 3.21 | 0 | 0 | 12 | .11 | 0 | 0 | 2 | .02 | 3 | .03 | 36 | .32 | 287 | 2.54 | 22 | .19 |
| Hamilton | | * | | | | | | | | | | | | | | | | | |
| Hanover | 3,028 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hingham | 4,737 | 16 | .34 | 0 | 0 | 5 | .11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .06 | 8 | .17 |
| Holbrook | 2,169 | 1 | .05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .05 |
| Hull | 2,353 | 2 | .08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .08 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lexington | 6,502 | 55 | .84 | 0 | 0 | 13 | .20 | 4 | .06 | 1 | .02 | 1 | .02 | 1 | .02 | 12 | .19 | 23 | .35 |
| Lincoln | 1,159 | 1 | .09 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .09 |
| Lynn | 13,914 | 167 | 1.20 | 0 | 0 | 0 | 0 | 3 | .02 | 15 | .11 | 0 | 0 | 0 | 0 | 139 | 1.00 | 10 | .07 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No data available.

TABLE V- XIV

NUMBER OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH ABILITY BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Students with Limited English | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portugese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Lynnfield | 2,608 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Malden | 8,483 | 74 | .87 | 0 | 0 | 4 | .05 | 0 | 0 | 1 | .01 | 42 | .50 | 1 | .01 | 11 | .13 | 15 | .17 |
| Manchester | 1,066 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Marblehead | 3,550 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 | 0 | 0 |
| Marshfield | 5,278 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Medfield | 2,490 | 1 | .04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .04 |
| Medford | 8,587 | 56 | .65 | 0 | 0 | 3 | .03 | 2 | .02 | 4 | .05 | 33 | .39 | 3 | .03 | 1 | .01 | 10 | .12 |
| Melrose | 5,514 | 6 | .11 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 2 | .03 | 0 | 0 | 1 | .02 | 1 | .02 |
| Middleton | 433 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Millis | 1,509 | 1 | .07 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .07 |
| Milton | 3,656 | 2 | .05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .05 |
| Nahant | 429 | 1 | .23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .23 |
| Natick | 5,987 | 5 | .08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .03 | 3 | .05 |
| Needham | 5,523 | 6 | .11 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 1 | .02 | 1 | .02 | 1 | .02 | 2 | .03 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

TABLE V-XIV

NUMBER OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH ABILITY BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Students with Limited English | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portugese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Newton | 13,050 | 198 | 1.52 | 0 | 0 | 26 | .20 | 3 | .02 | 8 | .06 | 79 | .61 | 1 | .01 | 33 | .25 | 48 | .37 |
| Norfolk | | * | | | | | | | | | | | | | | | | | |
| No. Reading | 2,628 | 1 | .04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .04 | 0 | 0 |
| Norwell | 2,395 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Norwood | 5,100 | 24 | .47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .04 | 13 | .25 | 3 | .06 | 6 | .12 |
| Peabody | 8,724 | 94 | 1.08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 | .78 | 22 | .25 | 4 | .05 |
| Pembroke | 1,868 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Quincy | 12,904 | 29 | .22 | 0 | 0 | 2 | .02 | 1 | .01 | 7 | .05 | 3 | .02 | 0 | 0 | 0 | 0 | 16 | .12 |
| Randolph | 5,440 | 7 | .13 | 0 | 0 | 2 | .04 | 3 | .05 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 1 | .02 |
| Reading | 5,088 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Revere | 6,571 | 92 | 1.40 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .03 | 76 | 1.16 | 2 | .03 | 10 | .15 | 2 | .03 |
| Rockland | 3,356 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Salem | 5,586 | 73 | 1.30 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .05 | 0 | 0 | 14 | .25 | 52 | .93 | 4 | .07 |
| Saugus | 4,924 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No Data Available.

TABLE V XIV

NUMBER OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH ABILITY BY SCHOOL DISTRICTS IN BOSTON SMSA: 1979 - 1980

| School District | Total School Population | Students with Limited English | | Cape Verdean | | Chinese | | French | | Greek | | Italian | | Portugese | | Spanish | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Scituate | 4,021 | 34 | .85 | 34 | .85 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sharon | 3,145 | 2 | .06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .06 | 0 | 0 |
| Sherborn | | * | | | | | | | | | | | | | | | | | |
| Somerville | 12,921 | 255 | 1.97 | 12 | .09 | 4 | .03 | 19 | .15 | 11 | .08 | 11 | .08 | 159 | 1.23 | 19 | .15 | 20 | .16 |
| Stoneham | 3,817 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 | 0 | 0 |
| Sudbury | 2,564 | 5 | .20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .12 | 2 | .08 |
| Swampscott | 2,562 | 2 | .08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .08 |
| Topsfield | | * | | | | | | | | | | | | | | | | | |
| Wakefield | 4,455 | 6 | .15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | .15 |
| Walpole | 3,619 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 |
| Waltham | 8,474 | 428 | 5.05 | 1 | .01 | 1 | .01 | 46 | .54 | 4 | .05 | 74 | .87 | 1 | .01 | 264 | 3.12 | 37 | .44 |
| Watertown | 4,310 | 135 | 3.13 | 0 | 0 | 2 | .05 | 1 | .02 | 20 | .46 | 3 | .07 | 0 | 0 | 14 | .33 | 95 | 2.20 |
| Wayland | 2,819 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wellesley | 4,384 | 18 | .41 | 0 | 0 | 3 | .07 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 7 | .16 | 7 | .16 |

Source: Massachusetts Department of Education, Bureau of Data Collection, Individual School Report, October, 1979.

*No Data Available.

TABLE V-IV

COMPARISONS OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH SPEAKING ABILITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total Student Population | 1979-80 Total Student Population | 1973-74 Students with Limited English Ability | | 1979-80 Students with Limited English Ability | | 1979-80* Cape Verdean | | 1973-74 Chinese | | 1979-80 Chinese | | 1973-74 French | | 1979-80 French | | 1973-74 Greek | | 1979-80 Greek | | 1973-74 Italian | | 1979-80 Italian | | 1973-74 Portuguese | | 1979-80 Portuguese | | 1973-74 Spanish | | 1979-80 Spanish | | 1973-74 Other | | 1979-80 Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Arlington | 8,893 | 6,245 | 0 | 0% | 43 | .69% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 | .05% | 0 | 0% | 2 | .03% | 0 | 0% | 1 | .02% | 0 | 0% | 2 | .03% | 0 | 0% | 4 | .06% | 0 | 0% | 31 | .50% |
| Ashland | 2,366 | 1,859 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| [illegible]ord | 3,950 | 2,920 | 0 | 0 | 5 | .17 | 0 | 0 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| [illegible]nt | 5,053 | 4,046 | 0 | 0 | 42 | 1.03 | 0 | 0 | 0 | 0 | 2 | .05 | 0 | 0 | 4 | .10 | 0 | 0 | 2 | .05 | 0 | 0 | 1 | .02 | 0 | 0 | 3 | .07 | 0 | 0 | 2 | .05 | 0 | 0 | 4 | .14 |
| Beverly | 8,339 | 6,202 | 0 | 0 | 6 | .10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | .69 |
| Boston | 93,738 | 69,973 | 3,353 | 3.58 | 5,923 | 8.46 | 309 | .44 | 303 | .32 | 606 | .87 | 126 | .13 | 284 | .41 | 118 | .12 | 192 | .27 | 329 | .35 | 465 | .66 | 98 | .10 | 88 | .13 | 2,341 | 2.50 | 3,893 | 5.56 | 40 | .04 | 86 | .12 |
| Braintree | 9,068 | 7,181 | 0 | 0 | 3 | .04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .04 |
| Brookline | 6,135 | 6,246 | 64 | 1.04 | 214 | 3.42 | 0 | 0 | 10 | .16 | 19 | .30 | 3 | .05 | 0 | 0 | 1 | .02 | 7 | .11 | 0 | 0 | 2 | .03 | 3 | .05 | 6 | .10 | 14 | .23 | 8 | .13 | 33 | .54 | 172 | 2.75 |
| Burlington | 7,638 | 5,766 | 0 | 0 | 3 | .05 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .03 |
| Cambridge | 10,352 | 9,220 | 554 | 5.35 | 715 | 7.75 | 12 | .13 | 26 | .26 | 31 | .34 | 33 | .32 | 61 | .66 | 45 | .43 | 36 | .39 | 5 | .05 | 7 | .08 | 255 | 2.46 | 355 | 3.85 | 154 | 1.49 | 145 | 1.57 | 36 | .35 | 68 | .73 |
| Canton | 4,499 | 3,710 | 0 | 0 | 2 | .06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chelsea | 4,457 | 3,591 | 224 | 5.03 | 550 | 15.32 | 0 | 0 | 9 | .20 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | .25 | 4 | .11 | 1 | .02 | 0 | 0 | 201 | 4.51 | 540 | 15.04 | 1 | .02 | 6 | .17 |
| Cohasset | 1,950 | 1,622 | 0 | 0 | 4 | .25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .06 | 0 | 0 | 3 | .19 |
| Concord | 2,963 | 2,180 | 0 | 0 | 324 | 14.86 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | .32 | 0 | 0 | 317 | 14.54 |

Sources: Massachusetts State Department of Education, Census of Children with Limited Speaking Ability, 1973, and Individual School Reports, October, 1979.

*No data available in 1973-74 for Cape Verdean.

TABLE V-XV

COMPARISONS OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH SPEAKING ABILITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total Student Population | 1979-80 Total Student Population | 1973-74 Students with Limited English Ability | | 1979-80 Students with Limited English Ability | | 1979-80* Cape Verdean | | 1973-74 Chinese | | 1979-80 Chinese | | 1973-74 French | | 1979-80 French | | 1973-74 Greek | | 1979-80 Greek | | 1973-74 Italian | | 1979-80 Italian | | 1973-74 Portugese | | 1979-80 Portugese | | 1973-74 Spanish | | 1979-80 Spanish | | 1973-74 Other | | 1979-80 Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Danvers | 5,630 | 4,105 | 0 | 0% | 1 | .02% | 0 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | .02% | | |
| Wenham | 6,199 | 4,696 | 0 | 0 | 18 | .38 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 7 | .15 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .04 | 0 | 0 | 7 | .15 |
| Dover | 582 | 513 | ** | | ** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Duxbury | 3,001 | 3,221 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Everett | 6,895 | 5,803 | 9 | .13 | 15 | .26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | .13 | 7 | .12 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | .12 | 0 | 0 | 1 | .02 |
| Framingham | 12,306 | 11,282 | 165 | 1.34 | 362 | 3.21 | 0 | 0 | 1 | .01 | 12 | .11 | 0 | 0 | 0 | 0 | 1 | .01 | 2 | .02 | 3 | .02 | 3 | .03 | 0 | 0 | 36 | .32 | 149 | 1.21 | 287 | 2.54 | 11 | .09 | 22 | .19 |
| Hamilton | 1,243 | *** | 0 | 0 | | | | | 0 | 0 | | | 0 | 0 | | | | | | | | | | | | | | | | | | | | | | |
| Hanover | 3,375 | 3,028 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Hingham | 5,441 | 4,737 | 0 | 0 | 16 | .34 | 0 | 0 | 0 | 0 | 5 | .11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .06 | 0 | 0 | 8 | .17 |
| Holbrook | 2,804 | 2,169 | 0 | 0 | 1 | .05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .05 |
| Hull | 3,001 | 2,353 | 0 | 0 | 2 | .08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lexington | 8,757 | 6,502 | 0 | 0 | 55 | .84 | 0 | 0 | 0 | 0 | 11 | .20 | 0 | 0 | 4 | .06 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 0 | 0 | 12 | .19 | 0 | 0 | 23 | .35 |
| Lincoln | 1,041 | 1,059 | 0 | 0 | 1 | .09 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .09 |
| Lynn | 15,226 | 13,914 | 179 | 1.18 | 167 | 1.20 | 0 | 0 | 1 | .01 | 0 | 0 | 0 | 0 | 3 | .02 | 46 | .30 | 15 | .11 | 4 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 121 | .79 | 139 | 1.00 | 7 | .05 | 10 | .07 |

Sources: Massachusetts State Department of Education, Census of Children with Limited Speaking Ability, 1973, and Individual School Report, October, 1979.

*No data available in 1973-74 for Cape Verdean.
**No data available.
***Incorporated into Hamilton-Wenham School District.





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TABLE V-XV

COMPARISONS OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH SPEAKING ABILITY FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total Student Population | 1979-80 Total Student Population | 1973-74 Students with Limited English Ability | | 1979-80 Students with Limited English Ability | | 1979-80* Cape Verdean | | 1973-74 Chinese | | 1979-80 Chinese | | 1973-74 French | | 1979-80 French | | 1973-74 Greek | | 1979-80 Greek | | 1973-74 Italian | | 1979-80 Italian | | 1973-74 Portuguese | | 1979-80 Portuguese | | 1973-74 Spanish | | 1979-80 Spanish | | 1973-74 Other | | 1979-80 Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Lynnfield | 3,232 | 2,648 | 0 | 0% | 0 | 0% | 0 | 0% | 0% | 0% | 0 | 0% | 0 | 0% | 0 | 0 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Malden | 10,168 | 8,483 | 30 | .30 | 74 | .87 | 0 | 0 | 0 | 0 | 4 | .05 | 3 | .03 | 0 | 0 | 2 | .02 | 1 | .01 | 19 | .19 | 42 | .50 | 2 | .02 | 1 | .01 | 4 | .04 | 11 | .13 | 0 | 0 | 15 | .17 |
| Manchester | 1,287 | 1,066 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | *0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Melrose | 4,643 | 3,550 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 |
| Medfield | 5,627 | 5,278 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Medfield | 2,875 | 2,490 | 0 | 0 | 1 | .04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Medford | 11,328 | 8,567 | 26 | .23 | 56 | .65 | 0 | 0 | 0 | 0 | 3 | .03 | 6 | .05 | 2 | .02 | 3 | .03 | 4 | .05 | 14 | .12 | 33 | .39 | 1 | .01 | 3 | .03 | 0 | 0 | 1 | .01 | 2 | .02 | 10 | .12 |
| Melrose | 6,706 | 5,514 | 0 | 0 | 6 | .11 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 2 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 |
| Middleton | 604 | 433 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Millis | 1,750 | 1,509 | 0 | 0 | 1 | .07 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Milton | 4,440 | 3,656 | 0 | 0 | 2 | .05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .07 |
| Nahant | 677 | 429 | 0 | 0 | 1 | .23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .05 |
| Natick | 8,142 | 5,987 | 0 | 0 | 6 | .08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .21 |
| Needham | 7,767 | 5,523 | 0 | 0 | 6 | .11 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 | 0 | 0 | 2 | .03 |

Sources: Massachusetts State Department of Education, Census of Children with Limited Speaking Ability, 1973, and Individual School Report, October, 1979.

*No data available in 1973-74 for Cape Verdean.

TABLE V-XV

COMPARISONS OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH SPEAKING ABILITY
FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total Student Population | 1979-80 Total Student Population | 1973-74 Students with Limited English Ability | | 1979-80 Students with Limited English Ability | | 1979-80* Cape Verdean | | 1973-74 Chinese | | 1979-80 Chinese | | 1973-74 French | | 1979-80 French | | 1973-74 Greek | | 1979-80 Greek | | 1973-74 Italian | | 1979-80 Italian | | 1973-74 Portugese | | 1979-80 Portugese | | 1973-74 Spanish | | 1979-80 Spanish | | 1973-74 Other | | 1979-80 Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Newton | 18,097 | 13,950 | 142 | .78% | 198 | 1.42% | 0 | 0% | 16 | .09% | 26 | .20% | 7 | .04% | 3 | .02% | 13 | .07% | 0 | .06% | 61 | .34% | 79 | .61% | 2 | .01% | 1 | .01% | 14 | .08% | 33 | .25% | 29 | .16% | 48 | .37% |
| Norfolk | 790 | 760 | ** | | ** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| No. Reading | 3,416 | 2,678 | 0 | 0 | 1 | .04 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .04 | 0 | 0 | 0 | 0 |
| Norwell | 2,649 | 2,395 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Norwood | 6,914 | 5,100 | 18 | .26 | 24 | .47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Peabody | 11,272 | 8,724 | 74 | .66 | 94 | 1.08 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .04 | 0 | 0 | 9 | .13 | 2 | .04 | 5 | .07 | 13 | .25 | 1 | .01 | 3 | .06 | 0 | 0 | 6 | .12 |
| Peabody | 2,244 | 1,868 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 47 | .42 | 68 | .78 | 23 | .20 | 22 | .25 | 1 | .01 | 4 | .05 |
| Quincy | 16,209 | 12,904 | 43 | .27 | 29 | .22 | 0 | 0 | 0 | 0 | 2 | .02 | 0 | 0 | 1 | .01 | 13 | .08 | 7 | .05 | 18 | .11 | 3 | .02 | 0 | 0 | 0 | 0 | 4 | .02 | 0 | 0 | 8 | .05 | 16 | .12 |
| Randolph | 6,935 | 5,440 | 0 | 0 | 7 | .13 | 0 | 0 | 0 | 0 | 2 | .04 | 0 | 0 | 3 | .05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 1 | .02 |
| Reading | 6,231 | 5,088 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Revere | 7,805 | 6,571 | 58 | .74 | 92 | 1.40 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .01 | 7 | .03 | 49 | .63 | 76 | 1.16 | 3 | .04 | 2 | .03 | 5 | .08 | 10 | .15 | 0 | 0 | 2 | .03 | 0 | 0 |
| Rockland | 4,019 | 3,356 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .01 | 3 | .05 | 0 | 0 | 0 | 0 | 9 | .13 | 14 | .25 | 29 | .42 | 52 | .93 | 3 | .04 | 4 | .07 |
| Salem | 6,955 | 9,586 | 44 | .63 | 23 | 1.10 | 0 | 0 | 1 | 01 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 |
| Saugus | 6,286 | 4,974 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Sources: Massachusetts State Department of Education, Census of Children with Limited Speaking Ability, 1973, and Individual School Report, October, 1979.

*No data available in 1973-74 for Cape Verdean.
**No data available.



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TABLE V-XV

COMPARISONS OF PUBLIC SCHOOL STUDENTS WITH LIMITED ENGLISH SPEAKING ABILITY
FOR SCHOOL DISTRICTS IN BOSTON SMSA: 1973-74 AND 1979-80

| School District | 1973-74 Total Student Population | 1979-80 Total Student Population | 1973-74 Students with Limited English Ability | | 1979-80 Students with Limited English Ability | | 1979-80* Cape Verdean | | 1973-74 Chinese | | 1979-80 Chinese | | 1973-74 French | | 1979-80 French | | 1973-74 Greek | | 1979-80 Greek | | 1973-74 Italian | | 1979-80 Italian | | 1973-74 Portuguese | | 1979-80 Portuguese | | 1973-74 Spanish | | 1979-80 Spanish | | 1973-74 Other | | 1979-80 Other | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Scituate | 5,372 | 4,021 | 10 | .19% | 34 | .85% | 34 | .85% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 10 | .19% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Sharon | 3,638 | 3,145 | 0 | 0 | 2 | .06 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .06 | 0 | 0 | 0 | 0 |
| Sherburne | 634 | 514 | ** | | ** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| [illegible] | 12,921 | 9,883 | 241 | 1.86 | 256 | 1.93 | 12 | .09 | 0 | 0 | 4 | .03 | 7 | .05 | 19 | .15 | 1 | .02 | 11 | .08 | 45 | .35 | 11 | .08 | 131 | 1.01 | 159 | 1.23 | 16 | .12 | 19 | .15 | 1 | .01 | 20 | .16 |
| [illegible]ham | 4,590 | 3,017 | 8 | .17 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | .13 | 1 | .03 | 1 | .02 | 0 | 0 |
| [illegible]ntucy | 3,466 | 2,564 | 0 | 0 | 5 | .20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | .12 | 0 | 0 | 2 | .08 |
| Swampscott | 3,291 | 2,562 | 0 | 0 | 5 | .20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .08 |
| Topsfield | 871 | 662 | ** | | ** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wakefield | 5,257 | 4,055 | 0 | 0 | 6 | .15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | .08 |
| Walpole | 5,047 | 3,819 | 0 | 0 | 1 | .03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .03 |
| Waltham | 11,251 | 8,470 | 132 | 1.18 | 428 | 5.05 | 1 | .01 | 0 | 0 | 1 | .01 | 77 | .69 | 46 | .54 | 0 | 0 | 4 | .05 | 20 | .27 | 74 | .87 | 0 | 0 | 1 | .01 | 22 | .26 | 264 | 3.12 | 3 | .03 | 37 | .44 |
| Watertown | 5,066 | 4,310 | 67 | 1.14 | 135 | 3.13 | 0 | 0 | 1 | .02 | 2 | .05 | 2 | .03 | 1 | .02 | 16 | .27 | 20 | .46 | 10 | .17 | 3 | .07 | 7 | .12 | 0 | 0 | 12 | .28 | 14 | .33 | 19 | .32 | 95 | 2.20 |
| Wayland | 3,743 | 2,819 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Wellesley | 5,071 | 4,304 | 0 | 0 | 18 | .41 | 0 | 0 | 0 | 0 | 3 | .07 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | .02 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | .16 | 0 | 0 | 1 | .16 |

Sources: Massachusetts State Department of Education, Census of Children with Limited Speaking Ability, 1973, and Individual School Reports, October, 1979.

*No data available in 1973-74 for Cape Verdean.
**No data available.

The enrollment and demographic patterns when reviewed along with the information about socio-economic characteristics, illustrate the variation in needs and resources within the SMSA. An examination of those school districts which spend 35% or less of their total municipal dollars on schools in FY '81, show only six districts below that amount. (Table V-XVI, Map V-Four).

SCHOOL DISTRICTS WHICH SPEND 35% OR LESS OF THEIR TAX DOLLAR ON SCHOOLS IN THE BOSTON SMSA FY'81

| School District | % of Municipal Tax Dollar |
|---|---|
| Chelsea | 18% |
| Lynn | 24% |
| Malden | 27% |
| Boston | 28% |
| Somerville | 32% |
| Brookline | 35% |

When the per pupil cost is compared by school district, of these six districts, only Brookline and Boston rank high (first and seventh) in this average cost measure of public education (Table V-XVII and Table V-XVIII).

Some communities tend to share some urban education problems - such as Boston, Brookline, Chelsea, Cambridge, Somerville, and Lynn. Some have educational resources which can meet these problems; others do not. The resources and the problems are dispersed throughout the Boston region. These are among the communities which have the largest minority student population, the highest bilingual population and the lowest socio-economic characteristics. Moreover, an examination of the post-secondary activities of the students in these school districts indicate that relatively fewer continue their education in either academic or technical institutions than the students in other, wealthier, school districts. (Table V-XIX)

Summary

This description of the demographic, educational, and socio-economic constraints of the Boston metropolitan area is a picture of a diverse and fragmented pattern. The metropolitan area is linked together through history and geography; today it is also linked by a varied and strong need for quality education; an education which rests upon voluntary reduction of minority group student isolation. Within the framework of the region there has emerged an opportunity to reduce this minority student isolation through the collaborative utilization of the resources available to meet these fragmented needs. Through collaborative mechanisms funded by the Commonwealth, the Federal Government, the local communities and the cultural institutions, school systems, community groups, cultural institutions, teachers, students, and parents, have begun to provide the linkage necessary for a strong thrust to meet the goals of voluntary metropolitan education programs. This mechanism, Ch. 636, Section Eight Magnet Education programs, based upon the 1974 Metropolitan Planning Project plan has initiated a growing impact on the metropolitan area.

TABLE V-XVI

RESIDENTIAL TAX RATE AND SCHOOL TAX RATE FOR SCHOOL DISTRICTS IN BOSTON SMSA: FY 1981

| School District | Total Residential Tax Rate | School Tax Rate | |
|---|---|---|---|
| | | $ | % of Total |
| Arlington | $87.00 | $42.20 | 48.5% |
| Ashland | 44.00* | 25.05* | 56.9 |
| Bedford*** | 95.00 | 52.43 | 55.2 |
| Belmont** | 26.60* | 13.03* | 49.0 |
| Beverly | 86.30 | 34.50 | 40.0 |
| Boston | 272.70 | 76.37 | 28.0 |
| Braintree | 45.00 | 24.65 | 54.8 |
| Brookline | 98.00 | 34.64* | 35.3 |
| Burlington | 70.00 | 39.29* | 56.1 |
| Cambridge | 230.40 | 98.79 | 42.9 |
| Canton | 61.10 | 36.66 | 60.0 |
| Chelsea | 245.40 | 44.66 | 18.2 |
| Cohasset | 54.75 | 30.30 | 55.3 |
| Concord | 39.80 | 26.71 | 67.1 |
| Danvers** | 27.50* | 16.85* | 61.3 |
| Dedham | 57.60* | 30.61 | 53.1 |
| Dover | $27.40 | $16.23 | 59.2% |
| Duxbury | 41.70 | 25.50 | 61.2 |
| Everett | 139.60* | 89.34 | 64.0 |
| Framingham | 68.00 | 35.00* | 51.5 |
| Hamilton | 34.00 | 20.08* | 59.1 |
| Hanover** | 32.70* | 22.74 | 69.5 |
| Hingham | 83.00 | 46.49 | 56.0 |
| Holbrook | 99.00 | 54.67 | 55.2 |
| Hull | 70.00 | 32.55 | 46.5 |
| Lexington | 92.00 | 51.76* | 56.3 |
| Lincoln** | 18.40* | 10.90* | 59.2 |
| Lynn | 191.00 | 47.08 | 24.6 |
| Lynnfield | 20.20* | 13.18* | 65.2 |
| Malden | 227.00 | 61.40 | 27.0 |
| Manchester | 33.20 | 14.40* | 43.4 |
| Marblehead | 66.00 | 30.55 | 46.3 |

Source: Massachusetts Teachers' Association, Division of Research, January 19, 1981.

*Indicates a reduction from the FY '80 tax rates.

**Municipalities which have been identified by the Department of Revenue as having undergone a revaluation.

***FY '80 figures. (FY '81 figures had not been determined.)

TABLE V-XVI

RESIDENTIAL TAX RATE AND SCHOOL TAX RATE FOR SCHOOL DISTRICTS IN BOSTON SMSA: FY 1981

| School District | Total Residential Tax Rate | School Tax Rate | |
|---|---|---|---|
| | | $ | % of Total |
| Marshfield | $94.50 | $51.05 | 54.0% |
| Medfield*** | 73.10 | 45.86 | 62.7 |
| Medford** | 34.23* | 13.56* | 39.6 |
| Melrose | 71.60 | 38.50* | 53.8 |
| Middleton | 34.60 | 19.05 | 55.1 |
| Millis*** | 58.00 | 40.72 | 70.2 |
| Milton | 207.00 | 92.30 | 44.6 |
| Nahant** | 24.00* | 9.84* | 41.0 |
| Natick | 101.00* | 51.82 | 51.3 |
| Needham | 63.00 | 32.64 | 51.8 |
| Newton | 177.00 | 78.94 | 44.6 |
| Norfolk | 25.30* | 14.52* | 57.4 |
| North Reading | 87.00 | 53.00 | 60.9 |
| Norwell | 60.00 | 37.65 | 62.8 |
| Norwood | 46.00* | 23.68* | 51.5 |
| Peabody | 77.30* | 37.36 | 48.3 |
| Pembroke*** | $32.85 | $19.41 | 59.1% |
| Quincy | 242.60 | 104.16 | 42.9 |
| Randolph | 97.00 | 51.95 | 53.6 |
| Reading | 45.00 | 24.50 | 54.4 |
| Revere | 270.00 | 98.00 | 36.3 |
| Rockland | 91.00 | 50.73* | 55.7 |
| Salem | 205.00 | 85.22 | 41.6 |
| Saugus | 66.20 | 35.90 | 54.2 |
| Scituate | 95.00 | 47.52* | 50.0 |
| Sharon*** | 56.50 | 33.48 | 59.3 |
| Sherborn | 38.20 | 24.85 | 65.1 |
| Somerville | 292.15 | 96.15 | 32.9 |
| Stoneham | 45.20 | 18.67* | 41.3 |
| Sudbury** | 26.40* | 17.66* | 66.9 |
| Swampscott | 81.50 | 38.07* | 46.7 |
| Topsfield | 31.10 | 20.19 | 64.9 |

Source: Massachusetts Teachers' Association, Division of Research, January 19, 1981.

*Indicates a reduction from the FY '80 tax rates.

**Municipalities which have been identified by the Department of Revenue as having undergone a revaluation.

***FY '80 figures. (FY '81 figures had not been determined.)

TABLE V-XVI

RESIDENTIAL TAX RATE AND SCHOOL TAX RATE FOR SCHOOL DISTRICTS IN BOSTON SMSA: FY 1981

| School District | Total Residential Tax Rate | School Tax Rate | |
|---|---|---|---|
| | | $ | % of Total |
| Wakefield | $184.00 | $102.57 | 55.7% |
| Walpole | 69.50* | 39.82* | 57.3 |
| Waltham | 63.00 | 30.64 | 48.6 |
| Watertown** | 36.95* | 13.70* | 37.1 |
| Wayland | 45.00 | 26.27* | 58.4 |
| Wellesley** | 26.20* | 14.50* | 55.3 |
| Wenham** | 24.20* | 12.43* | 51.4 |
| Weston/ | 49.50 | 27.03 | 54.6 |
| Westwood | 27.50 | 16.14 | 58.7 |
| Weymouth | 80.00 | 40.63 | 50.8 |
| Wilmington | 80.50 | 53.37 | 66.3 |
| Winchester | 77.70 | 38.82* | 50.0 |
| Winthrop** | 35.40* | 14.45* | 40.8 |
| Woburn | 39.20* | 18.48 | 47.1 |
| | | | |
| | | | |

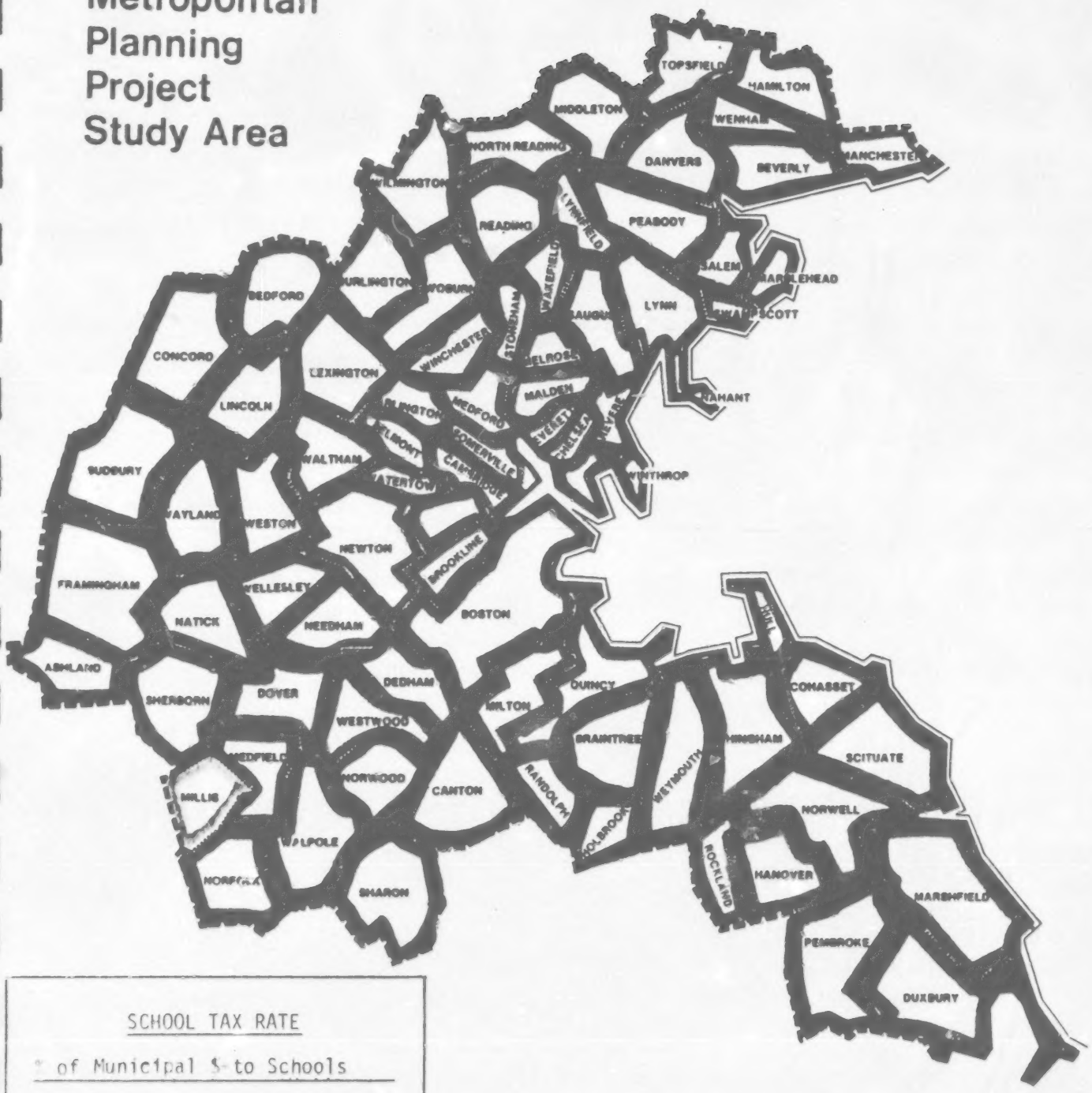
Source: Massachusetts Teachers' Association, Division of Research, January 19, 1981.

*Indicates a reduction from the FY '80 tax rates.

**Municipalities which have been identified by the Department of Revenue as having undergone a revaluation.

***FY '80 figures. (FY '81 figures had not been determined.)

# Metropolitan Planning Project Study Area




SCHOOL TAX RATE

% of Municipal $-to Schools

| | |
|---|---|
| 10% - 19.9% | |
| 20% - 29.9% | |
| 30% - 39.9% | |
| 40% - 49.9% | |
| 50% - 59.9% (Median) | |
| 60% - 69.9% | |
| 70% - 79.9% | |

TABLE V-XVII

COMPARISON OF PER PUPIL COST BY SCHOOL DISTRICTS IN BOSTON SMSA: 1972-73 TO 1978-79

| School District | Cost Per Pupil 1972-73 | Cost Per Pupil 1978-79 | Rank In State 1978-79 | Rank In SMSA 1978-79 |
|---|---|---|---|---|
| Arlington | $1,128 | $2,441 | 33 | 15 |
| Ashland | 1,101 | 1,990 | 124 | 55 |
| Bedford | 1,158 | 2,163 | 66 | 32 |
| Belmont | 1,185 | 2,268 | 49 | 21 |
| Beverly | 941 | 1,938 | 144 | 60 |
| Boston | 1,222 | 2,651 | 14 | 7 |
| Braintree | 1,063 | 2,006 | 114 | 48 |
| Brookline | 1,672 | 4,336 | 2 | 1 |
| Burlington | 1,041 | 1,986 | 127 | 56 |
| Cambridge | 1,698 | 3,265 | 3 | 2 |
| Canton | 1,056 | 2,003 | 115 | 49 |
| Chelsea | 996 | 2,159 | 68 | 34 |
| Cohasset | 1,137 | 2,160 | 67 | 33 |
| Concord | 1,501 | 2,877 | 10 | 6 |

Note: Total Cost represents the Integrated Per Pupil Cost (i.e. the average cost of public education for all children in a district regardless of where they attended school).

Sources: Massachusetts Department of Education, Per Pupil Expenditures 1972-73 and Per Pupil Expenditures 1978-79.

TABLE V-XVII

COMPARISON OF PER PUPIL COST BY SCHOOL DISTRICTS IN BOSTON SMSA: 1972-73 TO 1978-79

| School District | Cost Per Pupil 1972-73 | Cost Per Pupil 1978-79 | Rank In State 1978-79 | Rank In SMSA 1978-79 |
|---|---|---|---|---|
| Danvers | $1,021 | $2,156 | 69 | 35 |
| Dedham | 836 | 2,108 | 87 | 42 |
| Dover | 1,465 | 2,372 | 38 | 17 |
| Duxbury | 1,072 | 1,815 | 189 | 69 |
| Everett | 1,178 | 2,222 | 57 | 27 |
| Framingham | 1,003 | 2,256 | 51 | 23 |
| Hamilton | 963 | 2,195 | 61 | 29 |
| Hanover | 1,083 | 1,942 | 143 | 59 |
| Hingham | 1,088 | 1,951 | 139 | 58 |
| Holbrook | 1,116 | 1,992 | 123 | 54 |
| Hull | 1,115 | 2,052 | 100 | 45 |
| Lexington | 1,307 | 2,530 | 20 | 11 |
| Lincoln | 1,499 | 3,079 | 6 | 4 |
| Lynn | 1,045 | 1,918 | 153 | 62 |

Note: Total Cost represents the Integrated Per Pupil Cost (i.e. the average cost of public education for all children in a district regardless of where they attended school).

Sources: Massachusetts Department of Education, Per Pupil Expenditures 1972-73 and Per Pupil Expenditures 1978-79.

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TABLE V-XVII

COMPARISON OF PER PUPIL COST BY SCHOOL DISTRICTS IN BOSTON SMSA: 1972-73 TO 1978-79

| School District | Cost Per Pupil 1972-73 | Cost Per Pupil 1978-79 | Rank In State 1978-79 | Rank In SMSA 1978-79 |
|---|---|---|---|---|
| Lynnfield | $1,158 | $2,115 | 82 | 41 |
| Malden | 901 | 1,872 | 172 | 66 |
| Manchester | 1,063 | 2,156 | 69 | 35 |
| Marblehead | 1,081 | 2,122 | 79 | 40 |
| Marshfield | 978 | 1,673 | 234 | 74 |
| Medfield | 1,013 | 1,927 | 149 | 61 |
| Medford | 985 | 2,127 | 77 | 38 |
| Melrose | 1,059 | 2,063 | 98 | 44 |
| Middleton | 936 | 2,226 | 56 | 26 |
| Millis | 962 | 1,876 | 169 | 65 |
| Milton | 1,282 | 2,265 | 50 | 22 |
| Nahant | 1,014 | 2,497 | 24 | 13 |
| Natick | 951 | 2,151 | 70 | 36 |
| Needham | 1,169 | 2,247 | 54 | 24 |

Note: Total Cost represents the Integrated Per Pupil Cost (i.e. the average cost of public education for all children in a district regardless of where they attended school).

Sources: Massachusetts Department of Education, Per Pupil Expenditures 1972-73 and Per Pupil Expenditures 1978-79.

TABLE V-XVII

COMPARISON OF PER PUPIL COST BY SCHOOL DISTRICTS IN BOSTON SMSA: 1972-73 TO 1978-79

| School District | Cost Per Pupil 1972-73 | Cost Per Pupil 1978-79 | Rank In State 1978-79 | Rank In SMSA 1978-79 |
|---|---|---|---|---|
| Newton | $1,520 | $2,619 | 16 | 9 |
| Norfolk | 1,162 | 1,723 | 218 | 72 |
| North Reading | 960 | 2,040 | 105 | 46 |
| Norwell | 994 | 1,998 | 118 | 52 |
| Norwood | 1,147 | 2,090 | 91 | 43 |
| Peabody | 1,222 | 1,833 | 185 | 68 |
| Pembroke | 922 | 1,710 | 222 | 73 |
| Quincy | 1,217 | 2,502 | 23 | 12 |
| Randolph | 1,101 | 1,996 | 120 | 53 |
| Reading | 976 | 1,727 | 214 | 71 |
| Revere | 1,243 | 2,301 | 44 | 19 |
| Rockland | 1,019 | 1,876 | 169 | 65 |
| Salem | 1,028 | 2,171 | 65 | 31 |
| Saugus | 1,020 | 1,996 | 120 | 53 |

Note: Total Cost represents the Integrated Per Pupil Cost (i.e. the average cost of public education for all children in a district regardless of where they attended school).

Sources: Massachusetts Department of Education, Per Pupil Expenditures 1972-73 and Per Pupil Expenditures 1978-79.

TABLE V-XVII

COMPARISON OF PER PUPIL COST BY SCHOOL DISTRICTS IN BOSTON SMSA: 1972-73 TO 1978-79

| School District | Cost Per Pupil 1972-73 | Cost Per Pupil 1978-79 | Rank In State 1978-79 | Rank In SMSA 1978-79 |
|---|---|---|---|---|
| Scituate | $ 977 | $1,956 | 136 | 57 |
| Sharon | 1,371 | 2,123 | 78 | 39 |
| Sherborn | 1,414 | 2,536 | 19 | 10 |
| Somerville | 856 | 1,808 | 192 | 70 |
| Stoneham | 1,067 | 1,910 | 155 | 63 |
| Sudbury | 1,109 | 2,421 | 34 | 16 |
| Swampscott | 1,224 | 2,176 | 63 | 30 |
| Topsfield | 1,003 | 2,131 | 75 | 37 |
| Wakefield | 1,069 | 1,999 | 117 | 51 |
| Walpole | 1,139 | 2,007 | 113 | 47 |
| Waltham | 1,143 | 2,443 | 31 | 14 |
| Watertown | 1,197 | 2,227 | 55 | 25 |
| Wayland | 1,387 | 2,621 | 15 | 8 |
| Wellesley | 1,399 | 2,897 | 8 | 5 |

Note: Total Cost represents the Integrated Per Pupil Cost (i.e. the average cost of public education for all children in a district regardless of where they attended school).

Sources: Massachusetts Department of Education, Per Pupil Expenditures 1972-73 and Per Pupil Expenditures 1978-79.

TABLE V-XVII

COMPARISON OF PER PUPIL COST BY SCHOOL DISTRICTS IN BOSTON SMSA: 1972-73 TO 1978-79

| School District | Cost Per Pupil 1972-73 | Cost Per Pupil 1978-79 | Rank In State 1978-79 | Rank In SMSA 1978-79 |
|---|---|---|---|---|
| Wenham | $ 965 | $2,212 | 60 | 28 |
| Weston | 1,600 | 3,165 | 4 | 3 |
| Westwood | 1,235 | 2,370 | 39 | 18 |
| Weymouth | 951 | 1,839 | 182 | 67 |
| Wilmington | 1,034 | 2,006 | 114 | 48 |
| Winchester | 1,229 | 2,298 | 45 | 20 |
| Winthrop | 874 | 2,000 | 116 | 50 |
| Woburn | 987 | 1,907 | 156 | 64 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Note: Total Cost represents the Integrated Per Pupil Cost (i.e. the average cost of public education for all children in a district regardless of where they attended school).

Sources: Massachusetts Department of Education, Per Pupil Expenditures 1972-73 and Per Pupil Expenditures 1978-79.

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TABLE V-XVIII

COMPREHENSIVE PER PUPIL EXPENDITURES IN DOLLARS BY SCHOOL DISTRICTS IN BOSTON SMSA: RANKED FOR 1978-79

| School District | Cost Per Pupil 1978-79 | Rank In Boston SMSA 1978-79 |
|---|---|---|
| Brookline | $4,336 | 1 |
| Cambridge | 3,265 | 2 |
| Weston | 3,165 | 3 |
| Lincoln | 3,079 | 4 |
| Wellesley | 2,897 | 5 |
| Concord | 2,877 | 6 |
| Boston | 2,651 | 7 |
| Wayland | 2,621 | 8 |
| Newton | 2,619 | 9 |
| Sherborn | 2,536 | 10 |
| Lexington | 2,530 | 11 |
| Quincy | 2,502 | 12 |
| Nahant | 2,497 | 13 |
| Waltham | 2,443 | 14 |

Source: Massachusetts Department of Education, Per Pupil Expenditure (1978-79), July, 1980.

COMPREHENSIVE PER PUPIL EXPENDITURES IN DOLLARS BY SCHOOL DISTRICTS IN BOSTON SMSA: RANKED FOR 1978-79

| School District | Cost Per Pupil 1978-79 | Rank In Boston SMSA 1978-79 |
|---|---|---|
| Arlington | $2,441 | 15 |
| Sudbury | 2,421 | 16 |
| Dover | 2,372 | 17 |
| Westwood | 2,370 | 18 |
| Revere | 2,301 | 19 |
| Winchester | 2,298 | 20 |
| Belmont | 2,268 | 21 |
| Milton | 2,265 | 22 |
| Framingham | 2,256 | 23 |
| Needham | 2,247 | 24 |
| Watertown | 2,227 | 25 |
| Middleton | 2,226 | 26 |
| Everett | 2,222 | 29 |
| Wenham | 2,212 | 28 |

Source: Massachusetts Department of Education, Per Pupil Expenditure (1978-79), July, 1980.

TABLE V-XVIII

COMPREHENSIVE PER PUPIL EXPENDITURES IN DOLLARS BY SCHOOL DISTRICTS IN BOSTON SMSA: RANKED FOR 1978-79

| School District | Cost Per Pupil 1978-79 | Rank In Boston SMSA 1978-79 |
|---|---|---|
| Hamilton | $2,195 | 29 |
| Swampscott | 2,176 | 30 |
| Salem | 2,171 | 31 |
| Bedford | 2,163 | 32 |
| Cohasset | 2,160 | 33 |
| Chelsea | 2,159 | 34 |
| Danvers | 2,156 | 35 |
| Manchester | 2,156 | 35 |
| Natick | 2,151 | 36 |
| Topsfield | 2,131 | 37 |
| Medford | 2,127 | 38 |
| Sharon | 2,123 | 39 |
| Marblehead | 2,122 | 40 |
| Lynnfield | 2,115 | 41 |

Source: Massachusetts Department of Education, Per Pupil Expenditure (1978-79), July, 1980.

COMPREHENSIVE PER PUPIL EXPENDITURES IN DOLLARS BY SCHOOL DISTRICTS IN BOSTON SMSA: RANKED FOR 1978-79

| School District | Cost Per Pupil 1978-79 | Rank In Boston SMSA 1978-79 |
|---|---|---|
| Dedham | $2,108 | 42 |
| Norwood | 2,090 | 43 |
| Melrose | 2,063 | 44 |
| Hull | 2,052 | 45 |
| North Reading | 2,040 | 46 |
| Walpole | 2,007 | 47 |
| Braintree | 2,006 | 48 |
| Wilmington | 2,006 | 48 |
| Canton | 2,003 | 49 |
| Winthrop | 2,000 | 50 |
| Wakefield | 1,999 | 51 |
| Norwell | 1,998 | 52 |
| Randolph | 1,996 | 53 |
| Saugus | 1,996 | 53 |

Source: Massachusetts Department of Education, Per Pupil Expenditure (1978-79), July, 1980.

TABLE V-XVIII

COMPREHENSIVE PER PUPIL EXPENDITURES IN DOLLARS BY SCHOOL DISTRICTS IN BOSTON SMSA: RANKED FOR 1978-79

| School District | Cost Per Pupil 1978-79 | Rank In Boston SMSA 1978-79 |
|---|---|---|
| Holbrook | $1,992 | 54 |
| Ashland | 1,990 | 55 |
| Burlington | 1,986 | 56 |
| Scituate | 1,956 | 57 |
| Hingham | 1,951 | 58 |
| Hanover | 1,942 | 59 |
| Beverly | 1,938 | 60 |
| Medfield | 1,927 | 61 |
| Lynn | 1,918 | 62 |
| Stoneham | 1,910 | 63 |
| Woburn | 1,907 | 64 |
| Millis | 1,876 | 65 |
| Rockland | 1,876 | 65 |
| Malden | 1,872 | 66 |

Source: Massachusetts Department of Education, Per Pupil Expenditure (1978-79), July, 1980.

TABLE V-XVIII

COMPREHENSIVE PER PUPIL EXPENDITURES IN DOLLARS BY SCHOOL DISTRICTS IN BOSTON SMSA: RANKED FOR 1978-79

| School District | Cost Per Pupil 1978-79 | Rank In Boston SMSA 1978-79 |
|---|---|---|
| Weymouth | $1,839 | 67 |
| Peabody | 1,833 | 68 |
| Duxbury | 1,815 | 69 |
| Somerville | 1,808 | 70 |
| Reading | 1,727 | 71 |
| Norfolk | 1,723 | 72 |
| Pembroke | 1,710 | 73 |
| Marshfield | 1,673 | 74 |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Source: Massachusetts Department of Education, Per Pupil Expenditure (1978-79), July, 1980.

TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Arlington | | | | | | | | | | | | | | | | | | | | | |
| Arlington H.S. | 558 | 25 | 4% | 98 | 18% | 25 | 4% | 172 | 31% | 20 | 4% | 17 | 3% | 10 | 2% | 157 | 28% | 34 | 6% | 0 | 0% |
| Ashland | | | | | | | | | | | | | | | | | | | | | |
| Ashland H.S. | 156 | 4 | 3 | 46 | 29 | 6 | 4 | 23 | 15 | 2 | 1 | 3 | 2 | 9 | 6 | 61 | 39 | 2 | 1 | 0 | 0 |
| Bedford | | | | | | | | | | | | | | | | | | | | | |
| Bedford H.S. | 315 | 17 | 5 | 94 | 30 | 19 | 6 | 96 | 30 | 0 | 0 | 14 | 4 | 10 | 3 | 52 | 17 | 13 | 4 | 0 | 0 |
| Belmont | | | | | | | | | | | | | | | | | | | | | |
| Belmont Sr. H.S. | 352 | 22 | 6 | 71 | 20 | 24 | 7 | 150 | 43 | 1 | 0 | 19 | 5 | 2 | 1 | 38 | 11 | 25 | 7 | 0 | 0 |
| Beverly | 584 | 66 | 11 | 120 | 21 | 22 | 4 | 110 | 19 | 0 | 0 | 21 | 4 | 17 | 3 | 156 | 27 | 62 | 11 | 10 | 2 |
| Beverly H.S. | 514 | 63 | 12 | 118 | 23 | 22 | 4 | 109 | 21 | 0 | 0 | 21 | 4 | 16 | 3 | 93 | 18 | 62 | 12 | 10 | 2 |
| C H Patten Voc H.S. | 70 | 3 | 4 | 2 | 3 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 63 | 90 | 0 | 0 | 0 | 0 |
| Boston | 2,768 | 135 | 5 | 328 | 12 | 115 | 4 | 613 | 22 | 9 | .3 | 177 | 6 | 184 | 7 | 766 | 28 | 252 | 9 | 189 | 7 |
| Brighton H.S. | 174 | 6 | 3 | 13 | 7 | 6 | 3 | 41 | 24 | 0 | 0 | 20 | 11 | 19 | 11 | 33 | 19 | 27 | 16 | 9 | 5 |
| Charlestown H.S. | 78 | 6 | 8 | 6 | 8 | 0 | 0 | 6 | 8 | 0 | 0 | 2 | 3 | 3 | 4 | 48 | 62 | 5 | 6 | 2 | 3 |
| Dorchester H.S. | 143 | 19 | 13 | 11 | 8 | 5 | 3 | 10 | 7 | 0 | 0 | 1 | 1 | 18 | 13 | 47 | 33 | 28 | 20 | 4 | 3 |
| Jeremiah E. Burke | 123 | 0 | 0 | 18 | 15 | 8 | 7 | 22 | 18 | 0 | 0 | 3 | 2 | 4 | 3 | 33 | 27 | 0 | 0 | 35 | 28 |
| East Boston H.S. | 198 | 10 | 5 | 16 | 8 | 9 | 5 | 21 | 11 | 0 | 0 | 21 | 11 | 3 | 2 | 88 | 44 | 9 | 5 | 21 | 11 |
| The English H.S. | 337 | 6 | 2 | 46 | 14 | 19 | 6 | 73 | 22 | 1 | 0 | 34 | 10 | 34 | 10 | 102 | 30 | 22 | 7 | 0 | 0 |
| Madison Park H.S. | 207 | 16 | 8 | 9 | 4 | 13 | 6 | 47 | 23 | 0 | 0 | 15 | 7 | 12 | 6 | 36 | 17 | 27 | 13 | 32 | 15 |
| Roxbury H.S. | 76 | 13 | 17 | 8 | 11 | 3 | 4 | 19 | 25 | 0 | 0 | 0 | 0 | 4 | 5 | 10 | 13 | 4 | 5 | 15 | 20 |
| Boston Latin Acad. | 105 | 0 | 0 | 28 | 27 | 0 | 0 | 65 | 62 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 9 | 9 |
| Hyde Park Annex | 178 | 27 | 15 | 20 | 11 | 10 | 6 | 5 | 3 | 7 | 4 | 3 | 2 | 13 | 7 | 37 | 21 | 51 | 29 | 5 | 3 |
| Jamaica Plain H.S. | * | | | | | | | | | | | | | | | | | | | | |

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.

*Information not available





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TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Boston (cont'd) | | | | | | | | | | | | | | | | | | | | | |
| Boston Latin | 221 | 3 | 1% | 51 | 23% | 2 | 1% | 151 | 68% | 0 | 0% | 5 | 2% | 6 | 3 | 3 | 1% | 0 | 0% | 0 | 0% |
| South Boston H.S. | 157 | 4 | 3 | 15 | 10 | 4 | 3 | 16 | 10 | 0 | 0 | 18 | 11 | 5 | 3 | 60 | 38 | 26 | 17 | 9 | 6 |
| West Roxbury H.S. | 212 | 11 | 5 | 21 | 10 | 8 | 4 | 32 | 15 | 0 | 0 | 24 | 11 | 14 | 7 | 80 | 38 | 16 | 8 | 6 | 3 |
| Boston Tech H.S. | 262 | 8 | 3 | 40 | 15 | 12 | 5 | 73 | 28 | 0 | 0 | 20 | 8 | 14 | 5 | 85 | 32 | 5 | 2 | 5 | 2 |
| Boston Trade H.S. | 81 | 0 | 0 | 8 | 10 | 3 | 4 | 6 | 7 | 0 | 0 | 4 | 5 | 12 | 15 | 25 | 31 | 1 | 1 | 22 | 27 |
| Boston High School | 137 | 3 | 2 | 2 | 1 | 9 | 7 | 7 | 5 | 0 | 0 | 0 | 0 | 16 | 12 | 57 | 42 | 28 | 20 | 15 | 11 |
| Copley Sq. H.S. | 79 | 3 | 4 | 16 | 20 | 4 | 5 | 19 | 24 | 0 | 0 | 6 | 8 | 6 | 8 | 22 | 28 | 3 | 4 | 0 | 0 |
| Braintree | | | | | | | | | | | | | | | | | | | | | |
| Braintree H.S. | 725 | 97 | 13 | 90 | 12 | 47 | 6 | 208 | 29 | 11 | 2 | 25 | 3 | 14 | 2 | 166 | 23 | 67 | 9 | 0 | 0 |
| Brookline | | | | | | | | | | | | | | | | | | | | | |
| Brookline H.S. | 461 | 44 | 10 | 96 | 21 | 11 | 2 | 220 | 48 | 7 | 2 | 19 | 4 | 7 | 2 | 22 | 5 | 19 | 4 | 16 | 3 |
| Burlington | | | | | | | | | | | | | | | | | | | | | |
| Burlington H.S. | 558 | 69 | 12 | 118 | 21 | 17 | 3 | 146 | 26 | 1 | 0 | 26 | 5 | 7 | 1 | 147 | 26 | 27 | 5 | 0 | 0 |
| Cambridge | | | | | | | | | | | | | | | | | | | | | |
| Cambridge Rin & Lat | 513 | 34 | 7 | 78 | 15 | 48 | 9 | 126 | 25 | 7 | 1 | 13 | 3 | 13 | 3 | 176 | 34 | 18 | 4 | 0 | 0 |
| Canton | | | | | | | | | | | | | | | | | | | | | |
| Canton H.S. | 308 | 38 | 12 | 59 | 19 | 17 | 6 | 110 | 36 | 3 | 1 | 8 | 3 | 9 | 3 | 47 | 15 | 0 | 0 | 17 | 6 |
| Chelsea | | | | | | | | | | | | | | | | | | | | | |
| Chelsea H.S. | 241 | 22 | 9 | 33 | 14 | 26 | 11 | 34 | 14 | 0 | 0 | 14 | 6 | 14 | 6 | 64 | 27 | 34 | 14 | 0 | 0 |
| Cohasset | | | | | | | | | | | | | | | | | | | | | |
| Cohasset Jr Sr H.S. | 124 | 5 | 4 | 27 | 22 | 6 | 5 | 54 | 44 | 1 | 1 | 6 | 5 | 3 | 2 | 22 | 18 | 0 | 0 | 0 | 0 |

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.

TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Danvers | | | | | | | | | | | | | | | | | | | | | |
| Danvers H.S. | 394 | 47 | 12% | 184 | 47% | 0 | 0% | 0 | 0% | 0 | 0% | 27 | 7% | 7 | 2% | 76 | 19% | 22 | 6% | 31 | 8% |
| Dedham | | | | | | | | | | | | | | | | | | | | | |
| Senior High | 400 | 28 | 7 | 97 | 24 | 25 | 6 | 85 | 21 | 5 | 1 | 42 | 10 | 10 | 2 | 83 | 21 | 0 | 0 | 25 | 6 |
| Duxbury | | | | | | | | | | | | | | | | | | | | | |
| Duxbury High | 210 | 8 | 4 | 50 | 24 | 15 | 7 | 74 | 35 | 0 | 0 | 15 | 7 | 2 | 1 | 39 | 19 | 7 | 3 | 0 | 0 |
| Everett | | | | | | | | | | | | | | | | | | | | | |
| Everett High | 398 | 25 | 6 | 48 | 12 | 13 | 3 | 57 | 14 | 1 | 0 | 3 | 1 | 7 | 2 | 91 | 23 | 9 | 2 | 144 | 36 |
| Framingham | 801 | 30 | 4 | 225 | 28 | 36 | 4 | 253 | 32 | 4 | .5 | 38 | 5 | 11 | 1 | 179 | 22 | 25 | 3 | 0 | 0 |
| Framingham North | 457 | 16 | 4 | 135 | 30 | 17 | 4 | 149 | 33 | 2 | 0 | 24 | 5 | 2 | 0 | 101 | 22 | 11 | 2 | 0 | 0 |
| Framingham South | 344 | 14 | 4 | 90 | 26 | 19 | 6 | 104 | 30 | 2 | 1 | 14 | 4 | 9 | 3 | 78 | 23 | 14 | 4 | 0 | 0 |
| Hanover | | | | | | | | | | | | | | | | | | | | | |
| Hanover High | 198 | 19 | 10 | 43 | 22 | 12 | 6 | 48 | 24 | 2 | 1 | 9 | 4 | 6 | 3 | 52 | 26 | 0 | 0 | 8 | 4 |
| Hingham | | | | | | | | | | | | | | | | | | | | | |
| Hingham High | 375 | 25 | 7 | 86 | 23 | 14 | 4 | 141 | 38 | 1 | 0 | 26 | 7 | 3 | 1 | 70 | 19 | 9 | 2 | 0 | 0 |
| Holbrook | | | | | | | | | | | | | | | | | | | | | |
| Holbrook High | 188 | 26 | 14 | 29 | 15 | 8 | 4 | 30 | 16 | 0 | 0 | 12 | 6 | 7 | 4 | 46 | 24 | 27 | 14 | 3 | 2 |

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.

TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Hull | | | | | | | | | | | | | | | | | | | | | |
| Hull High | 218 | 15 | 7% | 50 | 23% | 5 | 2% | 38 | 17% | 0 | 0% | 28 | 13% | 14 | 6% | 59 | 27% | 9 | 4% | 0 | 0 |
| Lexington | | | | | | | | | | | | | | | | | | | | | |
| Lexington High | 608 | 30 | 5 | 150 | 25 | 18 | 3 | 278 | 46 | 2 | 0 | 16 | 3 | 2 | 0 | 58 | 10 | 17 | 3 | 37 | 6 |
| Lynn | 968 | 74 | 8 | 161 | 17 | 21 | 2 | 115 | 12 | 7 | 1 | 21 | 2 | 37 | 4 | 384 | 40 | 88 | 9 | 59 | 6 |
| Classical High | 258 | 14 | 5 | 52 | 20 | 5 | 2 | 37 | 14 | 2 | 1 | 7 | 3 | 8 | 3 | 88 | 34 | 38 | 15 | 7 | 3 |
| Lynn English High | 443 | 45 | 10 | 86 | 19 | 16 | 4 | 78 | 18 | 5 | 1 | 11 | 2 | 14 | 3 | 142 | 32 | 18 | 4 | 27 | 6 |
| Voctech Institute | 267 | 15 | 6 | 23 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 15 | 6 | 154 | 58 | 32 | 12 | 25 | 9 |
| Lynnfield | | | | | | | | | | | | | | | | | | | | | |
| Lynnfield High | 258 | 15 | 6 | 65 | 25 | 9 | 3 | 106 | 41 | 1 | 0 | 10 | 4 | 7 | 3 | 30 | 12 | 15 | 6 | 0 | 0 |
| Malden | | | | | | | | | | | | | | | | | | | | | |
| Malden High | 630 | 40 | 6 | 112 | 18 | 23 | 4 | 96 | 15 | 0 | 0 | 44 | 7 | 0 | 0 | 178 | 28 | 137 | 22 | 0 | 0 |
| Manchester | | | | | | | | | | | | | | | | | | | | | |
| Manchester Jr-Sr H | 97 | 1 | 1 | 21 | 22 | 4 | 4 | 36 | 37 | 1 | 1 | 10 | 10 | 0 | 0 | 20 | 21 | 4 | 4 | 0 | 0 |
| Marblehead | | | | | | | | | | | | | | | | | | | | | |
| Marblehead High | 329 | 15 | 5 | 97 | 29 | 11 | 3 | 128 | 39 | 8 | 2 | 6 | 2 | 6 | 2 | 19 | 6 | 39 | 12 | 0 | 0 |
| Marshfield | | | | | | | | | | | | | | | | | | | | | |
| Marshfield High | 398 | 12 | 3 | 89 | 22 | 18 | 5 | 89 | 22 | 2 | 1 | 11 | 3 | 10 | 3 | 106 | 27 | 40 | 10 | 21 | 5 |
| Medfield | | | | | | | | | | | | | | | | | | | | | |
| Medfield Sr High | 195 | 11 | 6 | 59 | 30 | 10 | 5 | 63 | 32 | 1 | 1 | 3 | 2 | 0 | 0 | 46 | 24 | 2 | 1 | 0 | 0 |

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.

TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Medford | 802 | 66 | 8% | 101 | 12% | 11 | 1% | 147 | 18% | 3 | .37% | 60 | 7% | 17 | 2% | 340 | 42% | 36 | 4% | 21 | 2% |
| New Bedford High | 698 | 65 | 9 | 101 | 14 | 10 | 1 | 147 | 21 | 3 | 0 | 54 | 8 | 17 | 2 | 255 | 37 | 25 | 4 | 21 | 3 |
| Medford Voc Tech H. | 104 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 6 | 6 | 0 | 0 | 85 | 82 | 11 | 11 | 0 | 0 |
| Melrose | | | | | | | | | | | | | | | | | | | | | |
| Melrose High | 520 | 28 | 5 | 112 | 22 | 12 | 2 | 165 | 32 | 3 | 1 | 28 | 5 | 12 | 2 | 158 | 30 | 2 | 0 | 0 | 0 |
| Millis | | | | | | | | | | | | | | | | | | | | | |
| Millis Jr-Sr High | 120 | 5 | 4 | 18 | 15 | 18 | 15 | 27 | 22 | 0 | 0 | 3 | 2 | 3 | 2 | 35 | 29 | 4 | 3 | 7 | 6 |
| Milton | | | | | | | | | | | | | | | | | | | | | |
| Milton High | 313 | 23 | 7 | 90 | 29 | 19 | 6 | 95 | 30 | 0 | 0 | 9 | 3 | 2 | 1 | 69 | 22 | 3 | 1 | 3 | 1 |
| Natick | | | | | | | | | | | | | | | | | | | | | |
| Natick High | 479 | 31 | 6 | 90 | 19 | 19 | 4 | 129 | 27 | 4 | 1 | 14 | 3 | 5 | 1 | 160 | 33 | 8 | 2 | 19 | 4 |
| Needham | | | | | | | | | | | | | | | | | | | | | |
| Needham High | 547 | 27 | 5 | 160 | 29 | 12 | 2 | 215 | 39 | 1 | 0 | 27 | 5 | 8 | 1 | 83 | 15 | 14 | 3 | 0 | 0 |
| Newton | 1,146 | 47 | 4 | 203 | 18 | 49 | 4 | 511 | 45 | 2 | .17 | 59 | 5 | 18 | 2 | 188 | 16 | 42 | 4 | 27 | 2 |
| Newton North High | 754 | 35 | 5 | 113 | 15 | 27 | 4 | 283 | 38 | 2 | 0 | 50 | 7 | 17 | 2 | 164 | 22 | 39 | 5 | 24 | 3 |
| Newton South High | 392 | 12 | 3 | 90 | 23 | 22 | 6 | 228 | 58 | 0 | 0 | 9 | 2 | 1 | 0 | 24 | 6 | 3 | 1 | 3 | 1 |
| North Reading | | | | | | | | | | | | | | | | | | | | | |
| No. Reading High | 228 | 20 | 9 | 56 | 25 | 8 | 4 | 43 | 19 | 0 | 0 | 14 | 6 | 6 | 3 | 65 | 29 | 6 | 3 | 10 | 4 |
| Norwell | | | | | | | | | | | | | | | | | | | | | |
| Norwell High | 160 | 7 | 4 | 29 | 18 | 15 | 9 | 40 | 25 | 3 | 2 | 5 | 3 | 7 | 4 | 50 | 31 | 0 | 0 | 4 | 2 |

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.

TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Norwood | | | | | | | | | | | | | | | | | | | | | |
| Norwood High | 537 | 80 | 15% | 118 | 22% | 38 | 7% | 140 | 26% | 16 | 3% | 33 | 6% | 11 | 2% | 101 | 19% | 0 | 0% | 0 | 0 |
| Peabody | 699 | 94 | 13 | 178 | 25 | 26 | 4 | 180 | 26 | 12 | 2 | 27 | 4 | 20 | 3 | 162 | 23 | 0 | 0 | 0 | 0 |
| Veterans Mem. High | 589 | 94 | 16 | 178 | 30 | 26 | 4 | 180 | 31 | 12 | 2 | 15 | 3 | 20 | 3 | 64 | 11 | 0 | 0 | 0 | 0 |
| Peabody Voc High | 110 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 11 | 0 | 0 | 98 | 89 | 0 | 0 | 0 | 0 |
| Quincy | 978 | 95 | 10 | 131 | 19 | 43 | 4 | 143 | 15 | 4 | .4 | 38 | 4 | 21 | 2 | 387 | 40 | 18 | 2 | 98 | 10 |
| Quincy | 421 | 50 | 12 | 62 | 15 | 17 | 4 | 65 | 15 | 0 | 0 | 20 | 5 | 7 | 2 | 166 | 39 | 4 | 1 | 30 | 7 |
| North Quincy High | 364 | 30 | 8 | 61 | 17 | 22 | 6 | 76 | 21 | 3 | 1 | 10 | 3 | 9 | 2 | 104 | 29 | 12 | 3 | 37 | 10 |
| Quincy Voc Tech | 193 | 15 | 8 | 8 | 4 | 4 | 2 | 2 | 1 | 1 | 1 | 8 | 4 | 5 | 3 | 117 | 61 | 2 | 1 | 31 | 16 |
| Randolph | | | | | | | | | | | | | | | | | | | | | |
| Randolph High | 499 | 95 | 19 | 102 | 20 | 26 | 5 | 121 | 24 | 2 | 0 | 16 | 3 | 5 | 1 | 50 | 10 | 62 | 12 | 20 | 4 |
| Reading | | | | | | | | | | | | | | | | | | | | | |
| Reading Mem. High | 392 | 36 | 9 | 120 | 31 | 10 | 3 | 92 | 23 | 2 | 1 | 21 | 5 | 10 | 3 | 90 | 23 | 11 | 3 | 0 | 0 |
| Revere | | | | | | | | | | | | | | | | | | | | | |
| Revere High | 518 | 42 | 8 | 85 | 16 | 66 | 13 | 101 | 19 | 9 | 2 | 21 | 4 | 9 | 2 | 77 | 15 | 48 | 9 | 60 | 12 |
| Rockland | | | | | | | | | | | | | | | | | | | | | |
| Senior High | 230 | 16 | 7 | 32 | 14 | 5 | 2 | 41 | 18 | 1 | 0 | 24 | 10 | 10 | 4 | 92 | 40 | 9 | 4 | 0 | 0 |
| Salem | | | | | | | | | | | | | | | | | | | | | |
| Salem Classical H. | 455 | 47 | 10 | 97 | 21 | 5 | 1 | 49 | 11 | 0 | 0 | 36 | 8 | 24 | 5 | 153 | 34 | 5 | 1 | 39 | 9 |

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.



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TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTUS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Saugus | | | | | | | | | | | | | | | | | | | | | |
| Saugus High | 418 | 35 | 8% | 66 | 16% | 18 | 4% | 57 | 14% | 6 | 1% | 35 | 8% | 4 | 1% | 158 | 38% | 3 | 1% | 36 | 9% |
| Scituate | | | | | | | | | | | | | | | | | | | | | |
| Scituate High | 372 | 22 | 6 | 86 | 23 | 30 | 8 | 100 | 27 | 4 | 1 | 11 | 3 | 7 | 2 | 101 | 27 | 11 | 3 | 0 | 0 |
| Sharon | | | | | | | | | | | | | | | | | | | | | |
| Sharon High | 217 | 8 | 4 | 78 | 36 | 13 | 6 | 72 | 33 | 1 | 0 | 9 | 4 | 4 | 2 | 19 | 9 | 0 | 0 | 13 | 6 |
| Somerville | 652 | 48 | 7 | 72 | 11 | 30 | 5 | 60 | 9 | 3 | .46 | 32 | 5 | 25 | 4 | 345 | 53 | 21 | 3 | 16 | 2 |
| Somerville High | 597 | 48 | 8 | 72 | 12 | 29 | 5 | 60 | 10 | 3 | 1 | 32 | 5 | 20 | 3 | 309 | 52 | 8 | 1 | 16 | 3 |
| Somerville Tec | 55 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 36 | 65 | 13 | 24 | 0 | 0 |
| Stoneham | | | | | | | | | | | | | | | | | | | | | |
| Stoneham High | 342 | 36 | 11 | 71 | 21 | 16 | 5 | 72 | 21 | 4 | 1 | 14 | 4 | 6 | 2 | 117 | 34 | 6 | 2 | 0 | 0 |
| Swampscott | | | | | | | | | | | | | | | | | | | | | |
| Swampscott High | 257 | 20 | 8 | 96 | 37 | 12 | 5 | 71 | 28 | 1 | 0 | 20 | 8 | 2 | 1 | 32 | 12 | 3 | 1 | 0 | 0 |
| Wakefield | | | | | | | | | | | | | | | | | | | | | |
| Wakefield | 413 | 48 | 12 | 68 | 16 | 12 | 3 | 90 | 22 | 13 | 3 | 40 | 10 | 11 | 3 | 99 | 24 | 3 | 1 | 29 | 7 |
| Walpole | | | | | | | | | | | | | | | | | | | | | |
| Walpole High | 329 | 23 | 7 | 53 | 16 | 25 | 8 | 74 | 22 | 2 | 1 | 32 | 10 | 16 | 5 | 83 | 25 | 21 | 6 | 0 | 0 |
| Waltham | 870 | 199 | 23 | 113 | 13 | 36 | 4 | 120 | 14 | 19 | 2 | 15 | 2 | 27 | 3 | 284 | 33 | 46 | 5 | 11 | 1 |
| Waltham Sr. High | 726 | 199 | 27 | 104 | 14 | 17 | 2 | 112 | 15 | 7 | 1 | 15 | 2 | 18 | 2 | 216 | 30 | 27 | 4 | 11 | 2 |
| Waltham Voc High | 144 | 0 | 0 | 9 | 6 | 19 | 13 | 8 | 6 | 12 | 8 | 0 | 0 | 9 | 6 | 68 | 47 | 19 | 13 | 0 | 0 |

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.

TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Watertown | | | | | | | | | | | | | | | | | | | | | |
| Watertown High | 336 | 16 | 5% | 50 | 15% | 43 | 13% | 97 | 29% | 5 | 1% | 14 | 4% | 8 | 2% | 87 | 26% | 13 | 4% | 3 | 1% |
| Wayland | | | | | | | | | | | | | | | | | | | | | |
| Wayland High | 251 | 12 | 5 | 58 | 23 | 12 | 5 | 122 | 49 | 2 | 1 | 6 | 2 | 0 | 0 | 35 | 14 | 4 | 2 | 0 | 0 |
| Wellesley | | | | | | | | | | | | | | | | | | | | | |
| Wellesley Sr High | 374 | 14 | 4 | 89 | 24 | 12 | 3 | 175 | 47 | 0 | 0 | 8 | 2 | 5 | 1 | 34 | 9 | 7 | 2 | 30 | 8 |
| Weston | | | | | | | | | | | | | | | | | | | | | |
| Weston High | 186 | 6 | 3 | 28 | 15 | 10 | 5 | 116 | 62 | 1 | 1 | 9 | 5 | 1 | 1 | 15 | 8 | 0 | 0 | 0 | 0 |
| Westwood | | | | | | | | | | | | | | | | | | | | | |
| Westwood High | 273 | 5 | 2 | 62 | 23 | 11 | 4 | 126 | 46 | 5 | 2 | 12 | 4 | 3 | 1 | 41 | 15 | 8 | 3 | 0 | 0 |
| Weymouth | 1,055 | 97 | 9 | 137 | 13 | 74 | 7 | 175 | 17 | 3 | .3 | 74 | 7 | 26 | 2 | 388 | 37 | 74 | 7 | 7 | .7 |
| Weymouth No. High | 433 | 29 | 7 | 74 | 17 | 38 | 9 | 78 | 18 | 1 | 0 | 27 | 6 | 7 | 2 | 176 | 40 | 13 | 3 | 0 | 0 |
| Weymouth So. High | 477 | 66 | 14 | 62 | 13 | 28 | 6 | 95 | 20 | 2 | 0 | 42 | 9 | 8 | 2 | 119 | 25 | 55 | 12 | 0 | 0 |
| Weymouth Voc Tech | 135 | 2 | 1 | 1 | 1 | 8 | 6 | 2 | 1 | 0 | 0 | 5 | 4 | 11 | 8 | 93 | 69 | 6 | 4 | 7 | 5 |
| Wilmington | | | | | | | | | | | | | | | | | | | | | |
| Wilmington High | 264 | 19 | 7 | 44 | 17 | 10 | 4 | 58 | 22 | 0 | 0 | 6 | 2 | 8 | 3 | 112 | 42 | 5 | 2 | 2 | 1 |
| Winchester | | | | | | | | | | | | | | | | | | | | | |
| Senior High | 370 | 21 | 6 | 90 | 24 | 25 | 7 | 150 | 41 | 1 | 0 | 17 | 5 | 4 | 1 | 49 | 13 | 10 | 3 | 3 | 1 |

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.

TABLE V-XIX

FOLLOW-UP STUDY ON THE PLACEMENT OF GRADUATES OF SECONDARY SCHOOLS FOR SCHOOL DISTRICTS IN BOSTON SMSA: CLASS OF 1979

| School District | Number of Graduates | 2 Year Public College | | 4 Year Public College | | 2 Year Private College | | 4 Year Private College | | Nurses Training | | Other Post Secondary | | Military | | Work | | Other | | Info not Available | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Winthrop | | | | | | | | | | | | | | | | | | | | | |
| Winthrop Sr High | 268 | 17 | 6% | 44 | 16% | 5 | 2% | 67 | 25% | 7 | 3% | 33 | 12% | 5 | 2% | 74 | 28% | 16 | 6% | 0 | 0% |
| Woburn | | | | | | | | | | | | | | | | | | | | | |
| Woburn High | 712 | 88 | 12 | 136 | 19 | 16 | 2 | 116 | 16 | 7 | 1 | 54 | 8 | 25 | 4 | 177 | 25 | 59 | 8 | 34 | 5 |
| Dover-Sherborn | | | | | | | | | | | | | | | | | | | | | |
| Regional High | 181 | 7 | 4 | 32 | 18 | 12 | 7 | 81 | 45 | 0 | 0 | 4 | 2 | 2 | 1 | 36 | 20 | 3 | 2 | 4 | 2 |
| Hamilton-Wenham | | | | | | | | | | | | | | | | | | | | | |
| Regional High | 177 | 8 | 5 | 34 | 19 | 12 | 7 | 57 | 32 | 1 | 1 | 15 | 8 | 7 | 4 | 30 | 17 | 5 | 3 | 8 | 5 |
| Lincoln-Sudbury | | | | | | | | | | | | | | | | | | | | | |
| Regional High | 428 | 19 | 4 | 69 | 16 | 8 | 2 | 213 | 50 | 1 | 0 | 14 | 3 | 1 | 0 | 84 | 20 | 19 | 4 | 0 | 0 |

Note:
Information not available for the following School Districts because they are part of Regional School Districts:

Concord - Concord-Carlisle Regional School District
Minuteman Vocational Regional
Middleton - North Shore Vocational Regional
Masconomet Regional School District
Nahant - Tuitioned out Lynn High Schools
Norfolk - King Philip Academic Regional
Tri County Vocational Regional
Pembroke - Silver Lake High School
Topsfield - North Shore Regional Vocational
Masconomet Regional School District

Source: Massachusetts Department of Education, Bureau of Data Collection and Reporting, Distribution of High School Graduates Class of 1979.

Chapter VI

## Consultation Process: A Survey of Current Interests in Collaborative Approaches to Integration

### Introduction

Simultaneous with the data collection and impact analysis activities, a consultation process was conducted with selected representatives of school systems and educational agencies in the Boston Standard Metropolitan Statistical Area. These school systems and agencies will continue to have major responsibility for sustaining collaborative integration programs in the region. An indication of their interests is, therefore, as essential to the development of a new plan as the quantitative information reported elsewhere.

The consultation model was designed to serve as the mechanism for obtaining school system and agency input into the process for developing a new plan. This model included interviews with representatives from the following groups in the Boston SMSA:

- School superintendents, principals, and teachers
- Massachusetts Department of Education
- Independent Agencies
- Teachers' Association
- Informed Individuals

Interviews were conducted with over forty persons. (See Appendix School systems were selected with reference to the following considerations:

urban/suburban character of the community,
nearness/remoteness from the urban center of the area
record of participation in collaborative integration programs.

Massachusetts Department of Education officials were selected on the basis of policy or programmatic responsibility in affected areas. Educational agencies were contacted if there was a record of participating in or sponsoring collaborative educational programs to reduce minority isolation, or if they were thought to have potential for such participation or sponsorship.

The interviews, which generally extended over an hour's time, were informal in character. The interviewer began with a brief history of the Metropolitan Planning Project and an outline of its present purposes. Questions were asked about acquaintance with or participation in prior MPP activity and other collaborative educational programs to reduce minority isolation. The specific goals of each conference depended upon the institutional affiliation of the person interviewed.

### Current interests and concerns of school personnel

School personnel were asked to state interest in voluntary collaborative efforts to eliminate racial and urban/suburban isolation. Beyond a mere statement of interest, they were asked to list activities, programs, and curriculum that would appeal to their particular school system or school and that would also serve the purposes of eliminating minority isolation.

Nearly always, discussion quickly turned to the cuts school systems would need to make in order to reduce budgets to within the limits imposed by Proposition 2½, the tax-cutting referendum passed in November's election, just before these interviews took place.

Interviews then focused on the perceived needs of each school system and interest in collaboration to preserve and maintain current services. As the interview process continued, each new person contacted was asked to evaluate, critique, and comment on the growing list of proposals from persons interviewed before. Each new person interviewed was also asked to assess the likelihood of local interest in the various proposals and to suggest modifications to increase the likelihood of that school system's participation in the proposed programs.

It seems that conversations with school personnel could not proceed without Proposition 2½ becoming a focal point in the discussion. There is little understatement in saying that school superintendents, principals, and teachers appear to be consumed with this new statute. All are concerned with budget slashing, and school people indicate little energy to expend on activities unrelated to this purpose. In each interivew, school administrators emphasized the possibility of interest in only those programs that could save money. They were eager to learn new ways to permit even partial continuation of services that would otherwise have to be eliminated. There was agreement that a new adventure, requiring local resources, would face a difficult road.

Current Views on Metropolitan Program

The idea of voluntary desegregation and elimination of urban-suburban isolation was supported outright by some of the school personnel interviewed. The superintendent of one suburban community, and a junior high school principal and high school teacher from another suburban community, all stated their personal philosophical commitment to these goals. All three, and the communities they represent, have a long history of active support for Metropolitan Planning Project and voluntary collaborative endeavors. An urban superintendent referred to metropolitan education as a more effective way to desegregate schools. No one stated or indicated any hostility to Metropolitan Planning Project or to its goals.

The original Metropolitan Planning Project mandate called for a plan to achieve the voluntary desegregation of schools in the Boston Standard Metropolitan Statistical Area, which extends from Hamilton and Topsfield in the north to Pembroke and Duxbury in the south, and west to Concord, Sudbury, and Framingham. School officials of communities more remote from the center of the SMSA, particularly those outside the Route 128 circle, expressed the least interest in programs taking place in the central area. They stated the drive into Boston is too long, and cited this as one reason for their lack of participation in the past. The cost of transportation has increased greatly and schools are now trying to reduce transportation services between home and school; administrators state they cannot afford new transportation expenses for other purposes.

The superintendent of one suburban school system near Boston suggested that his community would have little inclination to participate in programs that take place in Boston. He did not believe that a community, populated with many families who had left Boston, would support a program that involves sending their youngsters into Boston. This superintendent did not expect opposition, however, to joining with other communities, even with Boston, if

the site were outside Boston itself.

Given the financial situation faced by school systems after Proposition 2½, and given the changed demographic information presented previously, the Metropolitan Planning Project believes that educational programs of superior quality can be developed to accomplish the twin objectives of filling the voids created by program reductions and of helping to reduce the isolation of minorities in the metropolitan area.

## Recommended Program Areas for Collaboration

An inventory of program areas mentioned by one or more of the school personnel interviewed is listed below. This list is not ordered, and no effort was made at this point to establish a ranking by priority, degree of need, or extent of interest.

### PROGRAM STRUCTURES

ring programs (Metropairways) linking two ools or two classrooms

mer programs (e.g., for remediation, for ingual students)

ional magnet programs

ernative programs (e.g., thirteenth year)

### CURRICULUM AREAS

The Arts
- musical ensembles (e.g., regional orchestra or band)
- elementary school art
- high school dramatics
- theater arts
- art electives

Athletics
- sports seminars by professional and collegiate athletes
- outdoor programs (e.g., Project Adventure)
- elementary school physical education
- middle school team sports
- varsity team sports
- club sports

Vocational Educational
- industrial arts (i.e., specialized shops)
- occupational and vocational programs

Special Areas
- bilingual programs
- computer instruction
- alternative programs (i.e., high school level)
- special needs programs

Academic Areas
- English electives
- advanced courses (e.g., languages and mathematics)
- foreign languages
- gifted and talented programs
- low-enrollment high school electives

### PROGRAM AND STAFF DEVELOPMENT

Curriculum development

Staff development

Chapter VII

## A Modified Plan for the 1980's

### Overview of Key Elements

On the basis of the consultation process findings, the impact analysis of the MEP program, and an examination of today's demographics, Metropolitan Planning Project recommends that the schools of the Greater Boston metropolitan area continue to pursue the elimination of racial and ethnic isolation between students in urban and suburban schools through a modification of the 1974 plan as described below. During the 1980's, there should be two significant objectives

> To increase, to a significant level, the number of pupils who participate in voluntary collaborative programs to reduce racial and ethnic isolation; and
>
> To develop voluntary collaborations among school systems, schools, and classrooms that will have significantly greater chances of enduring over time.

These two objectives reflect elements of the 1974 plan. One was that every child in the SMSA should participate in a significant multi-cultural, multi-ethnic learning experience. The emphasis should be on EVERY child's participating in a SIGNIFICANT multi-cultural, multi-ethnic learning experience.

The second key element from the 1974 plan is that metropolitan educational programs for voluntary elimination of racial and ethnic isolation in the schools of the Boston metropolitan area be an integral part of every school system. As an INTEGRAL part of the school system, the program will have the greatest likelihood of surviving into the future against budgetary and political adversity.

The twin objectives--increasing the significance of pupil participation and developing enduring programs--should structure the development of new programs to reduce racial and ethnic isolation in the Boston area. Several attributes will contribute to the attainment of these objectives, and they are enumerated below.

1. Strive to maximize the effect of each available dollar, to minimize the cost per pupil.

The level of State funding under Chapter 636 to support part-time voluntary programs will not increase, so that every effort must be made to increase to a maximum the effect of each remaining dollar. The Metropolitan Planning Project believes that programs can be developed and administered to cost less per student than existing programs have cost. Some such programs are outlined in the following section of this report. By holding down the cost per pupil to a minimum, the number of pupils who may participate in multi-cultural, multi-ethnic programs may be increased.

2. Relate to the perceived needs of school systems.

School systems will have little or no money from local revenue sources to support activities that go beyond their regular instructional program. Thus, the goal of voluntary desegragation should in many instances be tied to another goal. That other goal must relate to a common perceived need of the school systems involved.

3. Relate to existing curricula and activities.

As much as possible, programs should relate to the exisiting curriculum and activities of participating schools. It is suggested that programs and activities which relate to what the schools are now doing will have the greatest likelihood of being adopted and of achieving success, and the least likelihood of generating opposition out of competition for scarce resources.

The closer a program's proximity to the perceived core of the curriculum, the more likely it will endure over time and the less likely it will be vulnerable to fiscal and political objections. Schools should strive to design desegregation programs that relate to what the schools and their communities perceive to be the curricular core.

4. Provide for pooling and sharing local resources.

Proposed new programs should bear limited cost to participating school systems. In fact, programs which can demonstrate a savings through pooling and sharing resources from several school systems will be the most attractive and have the greatest chance of success over the long run.

5. Develop multi-purpose collaborations.

Becuase of the impact of the two-year 4% tax cap and the tax reductions from Proposition 2½, school systems will not be able to fund programs that would otherwise enjoy local support. There will be strong incentives for school systems to collaborate to continue to provide the range of services each individual school system now provides on its own. Some such collaborative arrangements have already begun to develop, and more are being considered through the Commonwealth as the implementation date for Proposition 2½ approaches. These collaborations should be developed with the further objective of reducing racial and ethnic isolation.

6. Not be constrained by the regular school day.

The regular school day should not constrain voluntary part-time programs to reduce racial and ethnic isolation. The Metropolitan Planning Project believes that the afternoons, evenings, weekends, and school vacation periods offer important times, particularly as activities taking place during such time periods are unlikely to conflict with other school activities. Persons otherwise occupied during the regular school day will be available to participate in programs that occur at other times.

7. Be developed and implemented by regular school staff.

The regular instructional staff of participating school systems should direct and implement programs to the greatest possible extent. To the degree that the regular school staff is involved in any program, that program will be likely to enjoy support over the long term. By avoiding special employees when regular

school staff are able to develop and implement a program, the cost of the program is held down.

8. Avoid conflict with other scheduled school activities.

Activities and programs conducted to promote the objective of eliminating racial and ethnic isolation should not conflict with other scheduled activities of the schools. Such conflict is counterproductive to the success of desegregation programs and will detract from the long-term survival of the desegregation programs. This conflict could take the form of completion for pupil participation, time, location, staff, resources, and so on.

9. Be located at a site accessible to public transportation.

The sites of desegregation programs should be accessible to public transportation. This will help to reduce the portion of scarce resources that must be diverted to transportation costs.

10. Extend over a significant interval.

In order to have a sufficient impact on the lives of the pupils who participate, programs should extend over a sufficient interval of time. Programs that are too brief, or which extend over too short a period, are unlikely to impress pupils to the extent that the participating pupils will carry the lessons they have learned back to their schools and to their classmates who did not participate directly in the program.

The successful attainment of the two main objectives discussed previously should, through the implementation of programs having these characteristics, result in programs with a far greater impact on pupils and schools than has been possible up to this time. These objectives can be achieved through a strategy of matching school systems, schools, and classrooms according to their potential for racial and ethnic interaction through collaborative ventures and also according to their own perceived needs and interests. This strategy should emphasize the critical role to be played by regular instructional staff of participating school systems. It should also stress the relationships to central functions and services of the participating schools. Through such a strategy, racial and ethnic isolation can be eliminated from a significant part of the schools in the Boston metropolitan area in a manner that has a high potential for continuing over the long term.

11. Include student activities that are based on the use of the cooperative learning team model.

Racial mixing of students does not, by itself, promote student integregation and achievement. Student activities must be structured in such a way that interdependencies among students from various race and national origin minority groups are required, and cooperative group awards are granted. Task-oriented projects, developed on equal-opportunity terms, enables students to acquire information to individualize rather than stereotype.

12. Actively encourage collaborative structures of urban areas with school districts with relatively high minority concentration.

The demographics have shifted and Boston is no longer the sole "urban" partner for suburban school systems. While Boston should continue its active

participation, so, too, should districts such as Cambridge, Revere, Medford, etc. The involvement of school districts with large numbers of METCO students should also be encouraged to collaborate with predominately school districts with small numbers of minority students.

Programs to Reduce Isolation

Several program types were mentioned by one or more of the school personnel who were interviewed in this phase of the Metropolitan Planning Project. A summary of suggestions is repeated below:

. Student Programs: General Forms
  (a) Sharing Curriculum
  (b) Curriculum Extension
  (c) Specialized Instruction
  (d) Magnet Programs
  (e) Pairing Programs

. Student Programs: Particular Curricular Areas
  (a) Bilingual Education
  (b) Physical Education and Athletics
  (c) Music
  (d) Fine Arts
  (e) Vocational and Occupational Education

. Faculty Programs
  (a) Professional Development
  (b) Curriculum Development

The extent to which school systems, schools, and individual classrooms may be interested in developing detailed plans for implementing these programs still needs to be assessed.

Curriculum activities tend to be most effective and successful when they are planned with the direct and substantial involvement of the persons who are meant to carry them through. What follows, therefore, are not recipes for programs or syllabi for courses, but outlines upon which interested school staff may build. The need for general assistance in all phases of program development, implementation, and evaluation cannot be overemphasized.

Student Programs: General Forms

Sharing Curriculum

Schools in one community, with places in a low-enrollment course, such as English literature elective, may open that course to pupils from other communities on a reciprocal basis. Students in a community which does not offer a particular course may be permitted to take, for credit, that course if it is offered at a cooperating school. The goal of such collaborations should be to encourage students of different races, ethnic backgrounds, and native language to learn together, and to encourage urban and suburban pupils to go to each other's schools.

There would no no new programs developed under this model. Administrators would need to plan procedures for registration, reports, and sundry other communications between a student's home school and the school which offers the course that the student wishes to take.

Curriculum Extension

The model for this proposal is the arrangement among the private and public universities in the Amherst area. Several institutions in that region offer unique courses which any student from one of the participating institutions may enroll in. The universities in Cambridge also permit students to cross-register for courses not available at the student's home college. The Metropolitan Planning Project recommends that high schools in the Greater Boston area join to form a curriculum extension on this model.

Courses would be sponsored on a shared basis or on a reciprocal basis among participating high schools, in order to permit a range of offerings to be available or to continue to be avilable to students. Many of these courses may take place in the afternoons, in the evenings, and on weekends. They should take place at schools or other locations accessible by public transportation.

Several high schools would decide among themselves which one would offer a course that all could not offer. Such an arrangement would permit schools facing budget restrictions to continue to offer some of the range of courses previously available to their students, without having to bear the full financial responsibility for such courses. A foreign language, an English elective, or an advanced placement course are among many possibilities for curriculum extension courses.

By offering a course in the curriculum extension, and by opening it to enrollment by students from any of the participating high schools, the sponsoring school would receive an entitlement for its students to enroll in other extension courses at other schools. The purpose of eliminating racial and ethnic isolation would be best served if schools could not buy into the extension, but only if schools may join the extension through offering at least one course in the extension. The focus should be on the collaborative sharing of resources, not on their purchase.

It would be important that the list of courses to be offered in the curriculum extension be available to students at the same time as the catalog of courses at their own school is available. All schools which join the extension would agree to honor the credit of the other schools for any courses they sponsor in the entension. A school may, however, determine a limit on the number of extension courses that an individual student may take for credit towards graduation, in order to maintain its identity as the student's "home" school. Each school must treat a course offered in the extension just like one of its own courses, though direct responsibility for quality of instruction and content would be retained by the sponsoring high school.

Aside from transportation expense, which may be minimized if students are able to tranport themselves to their extension classes, this sort of collaborative arrangement could provide budget savings while at the same time permitting students to take advantage of a broader curriculum than their own school is able to offer.

Any sort of course could be offered in the curriculum extension. It is suggested that Chapter 636 funds be used to defray some of the cost of those courses offered in the curriculum extension and which promote the objective of reducing racial and ethnic isolation. The Commonwealth Inservice Institute could also support inservice education activities and curriculum development projects to produce multicultural and multiethnic curriculum materials that relate to the subject matter of curriculum extension courses.

By providing for a way for courses to continue to be offered when otherwise they would be dropped, this program may permit schools to retain faculty who would otherwise not have jobs. Schools which choose to offer their curriculum extension courses in the afternoons, evenings, or weekends, may provide special schedules to attract faculty to teach one of their courses at those times. The opportunity to teach a more diverse and more committed student group may also serve as an attraction.

This program would not require the development of new courses, but administrators would need to plan procedures and protocols for communicating among the various schools which participate in the curriculum extension. Individuals who have been assigned the responsibility for promoting and assisting collaborations would have a major role to play in bringing these administrators together and providing technical support to the development of the extension.

Specialized Instruction

Special programs just now being undertaken by schools, such as computer education, could continue to be developed on a collaborative basis, even during a period of general retrenchment because of the economies derived from sharing and pooling resources.

Teachers and administrators who express an interest in some special area should be brought together by the agency designated with promoting these sorts of collaborations, with an eye to serving pupils of different races and ethnic backgrounds, from suburbs and cities. The arrangement could be that of sharing curriculum described above, or of offering a course in the curriculum extension, or of designing a magnet program.

Magnet Programs

Series of seminars could be developed around themes and designed to attract youngsters from cities and suburbs, of different races and ethnic origins. The professional and collegiate musical organizations in the Boston area, as well as the various community musical ensembles, should be called upon to assist in developing a series of master classes. The professional and collegiate sports teams, together with the coaches' organizations, should be called upon to develop a similar series for student athletes, who would come together to learn skills related to their individual sport and also to learn the skills of working in a multi-racial, multi-language, and multi-ethnic context.

One such potential magnet program might be for high school athletics, a series of "Sports Saturdays" designed to attract student athletes to a central site for a seminar and discussion of sports techniques and team relationships.

Members of Boston's professional sports teams--Red Sox, Celtics, Bruins, Patriots, and others--as well as members of Boston--area college teams would be invited to offer exhibitions and demonstrations in a series of "master classes" for interested student athletes from Boston area high schools. Members of the press corps--from the Globe, Herald, local newspapers, and television and radio--who cover sports would also be invited to offer an attractive event for student athletes. College athletic recruiters, financial aid officers, and officials from the athletic regulatory agencies (MIAA, NCAA, AAU) would also be asked to participate.

Each such program should be held at a time when athletes are available to attend, on a Saturday or Sunday or in the off-season to avoid conflicts with practices and so on.

The individuals who conduct these activities would discuss the skills of performance in their particular sport and also lead a discussion with the high school athletes about the relationships necessary for a successful team. Honest discussions should be encouraged on the topics of race relations on Boston sports teams and in Boston-area colleges and universities, fan behavior, ethnic relations, sterotypes, and so forth.

Such a sports magnet should have little cost. Professional sports figues could be encouraged to volunteeer their time. The professional teams could be asked to provide their arenas and stadiums for an event. As an example, the Celtics could be asked to sponsor a session with one of their players at the Garden. The Patriots could be asked to schedule a session for halfbacks at Schaeffer Stadium. The Brandeis University soccer team could be asked to host a soccer clinic for goalees at their field in Waltham.

This type of program could be sponsored by each of the school sports leagues and by the coaches'association, with general coordination by the agency recommended elsewhere in this report.

## Pairing Programs

During the past several years, middle schools/junior high schools have developed successful pairing arrangements that deserve emulation and replication. An agency with responsibility for developing collaborations to reduce racial and ethnic isolation is essential to this purpose. The development of such pairings cannot be left to chance.

## Student Programs: Particular Curriculum Areas

### Bilingual Education

Communities with small resident populations of students who speak a particular foreign language may find it cost-effective to collaborate with another community in a similar situation. Students who live in one community and who wish to study a certain foreign language not offered in that community, may be able to join a language class that is offered in another community or that is sponsored collaboratively. There would be a clear necessity for a central agency to keep track of the needs of individual communities in this regard, to maintain a record of the growth of non-English speaking population

clusters, and to assist communities with such populations to join together in a collaborative venture.

Physical Education and Athletics

Sports teams could be fielded jointly by two or more schools, by a league of schools, or on some other regional basis, instead of by individual schools alone. This would permit a range of athletic competition in spite of the budget reductions faced by many schools now. Joint or regional sports teams could be organized at all levels, from junior high/middle school through junior varsity to varsity. Elementary school physical education could also be maintained through collaborative activities. An agency must be charged with responsibility for monitoring this area and for recommending collaborations where appropriate.

Music

Musical organizations, bands and orchestras, could be organized collaboratively and the salaries of conductors and music teachers could be shared by two or more school systems. Particularly for elementary school music education, which is vulnerable to elimination because of budget reductions, such a plan would permit music to remain at least a part of the educational program of the schools. An arrangement could be developed for music education like the one recommended below for art education.

Fine Arts

Like music, elementary school art is endangered by budget cutting necessities. Collaborative arrangements could be developed to permit youngster of different races, languages, and places of residence to come together for an arts program in order to reduce racial and ethnic isolation and also to permit art to remain part of the school life of young children.

One proposal would be for a collaborative arrangement whereby elementary schools whose art specialists would otherwise have to be cut because of smaller budget allocations, may provide some specialized art education to their students.

An example might be two fourth-grade classrooms who are paired according to their ethnic and racial composition. These fourth graders could meet for an art lesson for one day a month during the ten-month school year, first at one school and then at another or at an alternative site.

Vocational and Occupational Education

Few schools can offer their students the full range of vocational and occupational education programs. In the near future, fewer and fewer schools will be offering even their current breadth. Frequently, a school with one program finds itself with available space in that program and it would be willing to offer that space to a student from another school, on a reciprocal basis. A collaboration among several schools could be developed to keep track of available spaces in the various programs offered by the participant schools and to keep track of students in the various schools who desire to enrol in a program not available at their home schools.

## Faculty Programs

### Professional Development

As staff is cut and as staff becomes more mature and less mobile, the need for professional development increases significantly. But the ability of school systems to provide increased staff development does not keep pace. There is now a willingness and desire for school systems and schools to share staff development activities. School systems with particular expertise in one area could share that expertise with another school system on a reciprocal basis, and the benefits to all schools involved are enormous.

Staff and curriculum directors from selected schools should be invited to plan joint professional development activities by the agency recommended earlier in this report.

### Curriculum Development

The money formerly available for summer curriculum workshops and for general curriculum development is being reduced or eliminated from school budgets because of financial restraints. Schools are now interested in collaborating to develop curricular materials, where up to recent times curriculum development was regarded as an individual school or school system's function. Schools are now willing to share their particular strengths on a reciprocal basis and to develop common materials and curricula that can be adapted to the individual needs of each school and school systems. Out of the shared effort to develop a curriculum may also come a greater willingness to plan joint activities for classrooms and for other programs that would reduce racial and ethnic isolation between urban and suburban school students.

## Encouragement and Assistance to Voluntary Collaboration

The development of voluntary collaborations among school systems to eliminate racial and ethnic isolation of pupils in urban and suburban schools was a major thrust of the 1974 plan and of this Project. The matching of school systems, schools, and classrooms to eliminate racial and ethnic isolation cannot be left to chance or to good will on the part of people with other, equally heavy demands on their time. This function is too important and deserves the support of the State and of local school systems. The Metropolitan Planning Project proposes the designation of individuals with singular responsibility for this major task.

These individuals or agents to promote voluntary collaborations would be responsible for the following activities and services to school systems, schools, and teachers at their request.

Identification of other school systems, schools, or teachers within the Boston metropolitan area, with a similar or corresponding need or interest to that of the requesting school system, school, or teacher. The objective would be to match school systems, schools, and classrooms which serve students of different racial and ethnic backgrounds, some of whom live in urban areas and others of whom live in suburban areas. The matchings would be made in order to plan a voluntary collaborative program for pupils that would meet a curricular

need of their schools through an integrated learning experience.

Assistance to school systems, schools, and classrooms which indicate a wish to plan a voluntary educational collaboration in an integrated setting. This assistance would include help in program design, budget preparation, identification of potential funding sources if additional funding is needed, and preparation of applications to funding sources, together with references to other sources of assistance as necessary.

Periodic reports of voluntary educational collaborations that promote integrated learning environments, both programs within the Boston SMSA and elsewhere around the State and nation. These reports would form an important data base and would help promote replication and extension of such collaborations. Dissemination of these reports should be as broad as possible, and should reach the classroom teacher level.

A further task of these individuals would be to develop action plans to encourage additional collaborations to meet the perceived needs of school systems, schools, and teachers in ways that promote the elimination of racial and ethnic isolation. To accomplish this, the individuals should consult periodically with school personnel and other informed individuals as a continuation of the assessment of needs undertaken during this final phase of the Metropolitan Planning Project. These individuals would this continue the planning activity of Metropolitan Planning Project, albeit on a smaller scale.

These individuals should not administer funds to support particular programs and should not be associated with a funding agency. A major part of their effort should be to assist local school systems to develop collaborative programs that share or pool local resources, with minimal reliance on non-local funding. When outside funding is required, it will most likely continue to come from Chapter 636 appropriations of the State, and decisions on allocating these funds should continue to be made by the State Department of Education. Experience has shown that when the individuals who help promote a program are associated with a funding source, then the program will indeed require funding from that source!

Furthermore, these individuals who encourage and assist voluntary collaborations to develop, should not also administer any programs. Administrative responsibility for voluntary collaborative programs should reside with the participating school systems, schools, and classrooms, in order to assure their ownership and endurance over time.

Budgetary support for these individuals to encourage and assist voluntary collaborations should come from the State. Through the activities outlined above, the number of pupils participating in voluntary collaborative programs that reduce racial and ethnic isolation of pupils in urban and suburban schools should increase substantially. Thus the relatively small amount necessary to sustain these activities would be multiplied in terms of the number of pupils who can be served.

The summer programs and thirteenth- year programs were suggested by suburban school officials. One urban system was interested in a summer bilingual program, like one which it recently discontinued because of budget cuts. Urban schools were mostly interested in programs related to regular academic--year activities. In general, communities were interested in programs which would preserve services likely to be eleiminated because of budget cuts. Vulnerable programs vary only slightly from community to community. Most lists include low-enrollment high school electives and advanced courses, some foreign language, small bilingual programs, sub-varsity sports, theatricals, elementary school physical education, art, and music, and extracurricular activities and clubs.

Over a year ago, Metropolitan planning Project, under the auspices of the Education Collaborative for Greater Boston (EdCo), surveyed its member school districts to determine indications of interest in collaboration. It must be noted that these responses were made before Proposition 2½ became a major item of public discussion, and long before it became law in Massachusetts. There are many areas of concurrence between the EdCo survey and the one reported here. However, since Proposition 2½ became a fact, such areas as music, arts, and athletics have become higher priorities for collaborative activity. Curriculum development is now likely to be mentioned as open to collaborative effort, more so than a year ago.

## Chapter VIII:

## A New Plan for the 1980's

### Introduction

The preceeding chapter discussed a modified plan for the 1980's which attempts to increase the number of participating students and to create programs that would become "institutionalized" and endure overtime. This chapter presents a new perspective and approach - the planning and development of a metropolitan (regional) educational institution for the Greater Boston area. The proposed approach is an outgrowth of the findings in our consultation process, as well as the information collected from the literature review and data analysis activities. The one additional basis for the proposed approach is the serious situation of the Boston school system as we enter this decade.

What follows is a brief abstract of a new direction for metropolitan education of a voluntary nature in the Greater Boston area. It is presented as a proposal abstract in order that it might be used as a discussion paper. While it was developed on the basis of the preceeding chapters, it is written to be able to stand alone. Hence, the reader will note some repetition.

### Background

Public education is today under serious attack. While criticism is rampant, comprehensive solutions-based on sound educational theory and realistic assessments of current and potential fiscal and economic situations-are all too rare. This proposal responds to educational crisis in a major urban metropolitan area in a creative manner, with an approach involving a wide range of cultural institutions, corporations, professional associations, local school systems, institutions of higher education, and community organizations. The proposal would lead to the development of a master plan for urban education harnessing the human capacity and field settings of these third party sites in assisting urban school systems in the systematic effort of transmitting knowledge, skills, values and attitudes to students.

### Purpose

The proposal requests planning, implementation and evaluation funds for a metropolitan (regional) educational institution for the Greater Boston area. This institution would be designed as a model school system (K-12), with a resident population of students from one selected district of Boston. The school population would be supplemented by a part-time secondary (9-12) school population from suburban cities and towns in the Greater Boston region. The project would work with Boston students in their own schools. Additional experiences for urban and suburban students would be located in neutral sites (universities, computer centers, museums, stadiums, corporations, etc.), except for selected vocational courses that would be conducted at the recently constructed Occupational Resource Center. This proposal for a five year demonstration project, is based upon an evaluation of school effectiveness literature and an understanding of what "has worked" in urban and metropolitan school systems across the country.

### Statement of Need and Interest

This project is developed to meet the needs of both the urban and suburban school communities. Boston, the urban partner for this project, is characterized by major problems such as:

- financial constraints;
- achievement scores lower than national and state averages;
- high drop out rates;
- increasing violence and vandalism;
- exit of middle-class students to private schools;
- extensive involvement of the court in all aspects of school administration.

The suburban districts have different, but none the less, serious problems such as:

- financial constraints;
- declining enrollments;
- minority student isolation;
- limited cultural resources, professional associations, and universities accessible to their students;
- strong expectations from parents to provide diversity and excellence in times of decreasing resources.

A preliminary needs assessment was recently conducted as part of a federal education grant, and there is documentation that collaboration on a regional basis is considered a realistic option. Massachusetts, in fact, has a history of metropolitan cooperation. In 1966, METCO, a voluntary desegregation program sending minority students from Boston to the suburbs, was started with 220 students and 7 cooperating cities/towns. In school year 1980-81, over 3,000 students (5% of Boston's enrollment) was enrolled in 36 suburban school districts. In 1972, Metropolitan Planning Project, a federally funded program, developed a plan calling for urban/suburban collaboration. Since the first-time metropolitan education program (MEP) was funded, 14 local school systems have participated annually. Another 243 systems have been involved in at least 1 program. In addition, EdCo, a collaborative serving the Greater Boston area, has flourished since the early 70's as have a number of other special interest cooperative arrangements.

Goals and Objectives

On the basis of needs and interest, this proposal is developed. The project's goal is to improve the quality and cost-effectiveness of educational services provided to participating urban and suburban students. The method for achieving this goal is a K-12 school system which operates independent of economic and political considerations of the selected school districts. Specific program objectives appear below:

(a) Provide a quality, full-time educational program to a selected group of Boston school students.

Currently, there is little comparability in the curriculum content, academic excellence, and social climate which characterize the schools within one Boston district. Consistency in curriculum, policy/management, instructional style, and appropriateness of support services varies immensely. In order to begin altering this situation, the project will attempt to develop a consistent, model educational program for participating urban schools and students.

(b) Provide secondary school students from the Greater Boston area with part-time quality education programs that are not available at their home schools.

While core curriculum is the responsibility of the home school in either Boston or the suburbs, supplementary enrichment programs will be provided for the participating students. Initial needs assessments indicate that school administrators are interested in providing opportunities in areas such as the arts, athletics, more esoteric foreign languages, programs for gifted and talented, computer

sciences and television and radio, through collaborative arrangements.

Through cooperation with museums, universities, and opera and theater companies, the project anticipates creating numerous youth orchestras, writing workshops, choral groups and drama companies. Combining the talents of professional and college athletes and their organizations, specialized athletic skills training will be offered to participating urban and suburban students in sports including, but not limited to, hockey, football, soccer, baseball, swimming and tennis.

The project also expects to develop, with cooperating institutions, specialized programs in typically "low enrollment" areas such as specific foreign languages or advanced mathematics. Vocational education will be offered, using the modern facilities and equipment of Boston's Occupational Resource Center. Gifted and talented programs will also be integral components of the part-time curriculum options due to utilization of the many resources outside the traditional secondary school system. All learning opportunities for students will be field-based as well as related to formal academic instruction.

(c) Provide curriculum offerings to all participating students that are too costly to develop or implement for single school systems.

While school systems nationally are experiencing a decrease in financial resources, Massachusetts is experiencing double jeopardy. Proposition 2 1/2, passed as a referendum question in November, 1980, has made no provision for replacement revenues to support education. This has forced systems to eliminate opportunities currently available to their students, and "set aside" plans for additional programming. Collaborative activities, which may be cost-efficient, are recommended in this proposal.

(d) Provide curriculum development and offerings that are compatible with national trends and projects, particularly in such areas as computer assisted instruction.

School districts across Massachusetts must determine what skills students will need for the future. There is a great likelihood that the traditional three rrr's must be expanded to include other basic skills. As an example, this project will review the role of computer education in elementary and secondary schools, as they are faced with the task of identifying microcomputer hardware, training key personnel, and selecting appropriate computer literacy objectives for students. In the past ten years, the progress in the computer industry has been tremendous and the schools are faced with developing methods for insuring students are prepared to enter the world of computers. Computer skills, as well as the newest theory and knowledge from the sciences, will be a part of the proposed project's emphasis.

Likewise, the move toward advanced technology (including the development of cable television, cassettes, ad hoc satellite networks, and other new forms of communication) will be examined closely for implications in curriculum development at the secondary school level of this project. A special component of the project will be to adapt exciting curricula suitable for cable television programming and as computer software.

(e) Provide a mechanism for outreach and participation in education by the professional resources of higher education, cultural institutions, and athletic establishments in the Greater Boston area.

A key ingredient of this proposal is the active commitment and cooperation of groups, agencies, and institutions outside the traditional public elementary and secondary educational community. This approach has been recently advocated by the Carnegie Foundation, and has been stimulated by funding from the Department of Education through ESAA. There are the seeds of success for this approach within Massachusetts; they have yet to bloom. The Greater Boston universities have been mandated by the Court to collaborate with Boston schools, and some partnerships have emerged. Selected suburban school systems work directly with universities on specific projects such as teacher-training or curriculum development. Business and industry have cooperated with some Boston schools through formal arrangements; so, too, have some companies assisted vocational programs and provided contributions for specific curriculum areas. Cultural establishments have developed one-to-one relationships with selected schools and districts; primarily, these have been "one shot" experiences. The professional sports teams and athletes, as well as the television and radio professionals, have a wealth of expertise but have been "tapped" less frequently. This proposal, therefore, emphasizes a comprehensive, well coordinated use of these resources in developing a Greater Boston educational program for urban and suburban students.

(f) Provide an active network of volunteers to enhance curriculum offerings, instruction, and student interaction.

Given diminished financial resources, the human services pool must be more fully recognized and stimulated. The towns of the Greater Boston area, connected by the MBTA route, provide an extremely large volunteer network which will become a primary project component. Likewise, Greater Boston has a large professional population which includes such groups as athletes, artists, communications specialists and scientists who can be recruited for the proposed Greater Boston educational program.

(g) Provide a component for on-going evaluation and research throughout the duration of the project.

An evaluation unit would assess the extent to which the project goals and objectives were met, with both program and student outcomes being measured. Student outcomes of achievement, attendance, vandalism, and motivation would be of primary interest. Both formative and summative evaluations would be conducted.

(h) Secure external funding for project components that demonstrate success.

A comprehensive project for the Greater Boston area will require funding from a variety of sources. It is the expectation that a consortium of agencies, including corporations, foundations, private contributors, and local, state, and federal government, will be formed. The Local initiatives Support Corporation (LISC) of the Ford Foundation provides an excellent model for attracting multiple funding from diverse groups.

Project Organization/Management

The project will be under the direction of a board, representing a broad group of school systems, universities, professional organizations, and corporations. A staff with both practical and theoretical backgrounds will be hired for planning, implementing, and evaluating this demonstration project.

It is anticipated that the demonstration would occur over a five-year period. The first year planning phase would be particularly significant, and would include activities such as the following:

- Curriculum development
- Establishment of administrative structure
- Development of selection criteria for students, teachers and support personnel
- Identification of resource people and institutions
- Development of recruitment plan and pre-service education
- Master plan for five year project.

Years two through five would see the implementation of the project, beginning on a small scale and moving into a comprehensive educational experience for participating students and school systems.

## CHAPTER IX

## NEXT STEPS FOR METROPOLITAN PLANNING FOR THE GREATER BOSTON AREA

The inclusion of both modified and alternative plans for the delivery of collaborative programs for education in the Greater Boston area are presented as an outgrowth of this examination of what has happened in the past with suggestion of what might occur in the future. It is our hope that various educators across the Commonwealth review this report, reflect on its findings and proposals, and continue - or in some cases - begin collaborative programs to promote quality, cost effective education through urban/suburban partnership arrangements.

Specifically, we recommend that the Massachusetts Department of Education, EdCo, and local school officials in the urban and suburban systems work together to define programs and collaborative organizational structure that meet the ever growing need to share resources and provide equitable educational opportunities to all students.

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## Appendix A: Individuals Interviewed during Consultation Process

**Boston**

Paul Kennedy
Marcia Soden
Joseph McDonough
James Walsh

**Braintree**

John Monbouquette

**Brookline**

Robert I. Sperber

**Burlington**

Michael Malinowski

**Cambridge**

Richard Woodward
William Lammon

**Hamilton-Wenham**

Isa Zimmerman
William Fisher

**Lexington**

John Lawson
Maurice Donovan
Eugene Sullivan
George Southwick

**Lincoln-Sudbury**

David Levington

**Medford**

Daryl Pelletier

**Newton**

Phyllis Monderer

**Somerville**

William Fasciano
John Joyce

**Weston**

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**Massachusetts Department of Education**

Doreen Wilkinson
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